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Replies to 136 Statements, Accusations, and Criticisms of Desegregation Policies and Practices of the St. Louis Board of Education and School Administrators.

Saint Louis Public Schools, Mo.

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A background summary is offered by the St. Louis, Missouri, Board of Education in rebuttal to statements critical of the desegregation policies and practices of the Board and the school administration. The Board has adopted a desegregation program shortly after the 1954 Supreme Court decision. The program adhered to a neighborhood school policy but also redrew school boundaries which had existed under the segregated school system. The document consists of short statements outlining the criticisms and the Board's replies, some of which contain extensive tabular data. (NH)

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REPLIES TO 136 STATEMENTS, ACCUSATIONS,
AND CRITICISMS OF DESEGREGATION POLICIES AND
PRACTICES OF THE ST. LOUIS BOARD OF EDUCATION
AND SCHOOL ADMINISTRATORS.

EQUAL EDUCATIONAL OPPORTUNITIES
PROGRAM COLLECTION

PHILIP J. HICKEY,
SUPERINTENDENT OF INSTRUCTION

Office of Education-EEOP
Research and Materials Branch

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May, 1963

In recent weeks, various statements, accusations and criticisms have been made concerning the desegregation policies and practices of the St. Louis Board of Education and school administrators.

Following is a background summary of the desegregation program in the St. Louis public schools since 1954, and detailed replies to the statements, accusations and criticisms. The detailed replies were prepared at my direction for the Board of Education and the Special Citizens' Advisory Committee on Integration. They are, of course, a public record.

Philip J. Hickey

Background

The St. Louis Board of Education adopted a desegregation program on June 22, 1954, just one month and five days after the United States Supreme Court's decision outlawing racial segregation in public schools. This program represented years of effort prior to the action of the Supreme Court.

The program was comprehensive in scope. In essence, it provided that elementary and secondary school boundaries would be redrawn "to provide the best use of the facilities of a given school by the students living in the area of that school."

Transfers would be allowed only to relieve overcrowding, to give students already attending a school the option of continuing there if the redistricting put them in another school, and to carry out the objectives of long-standing transfer policies based on education or disciplinary need.

The program also covered teaching and non-teaching employees.

After setting forth the details of the program in 1954, the Board said:

"We believe that this program will expeditiously and wisely secure for every public school child full, equal, and impartial use of our school facilities and services and will assure our employees fair and impartial treatment. To achieve these ends, we petition the help, the co-operation, and the good will of all of the citizens of our community."

Prior to the Supreme Court decision, St. Louis operated under the "neighborhood school" policy insofar as possible in a racially segregated system. Children were assigned to the school for their race that was nearest their home. With the outlawing of segregation, it was possible for the first time in St. Louis to put the "neighborhood school" policy fully into effect. The policy is the one most commonly used throughout the United States and has a number of educational advantages.

The neighborhood school has long been a unifying center of community interests and aspirations. The principal, the teachers, and other members of the school staff are familiar and influential figures in the lives of the parents, other residents and tradespeople of the neighborhood. The loyalty and support of the people in the school district, commonly formalized in the parent organizations, mothers' clubs, and similar organizations have been stabilizing factors in urban life.

The neighborhood school makes possible the establishment of cooperative relationships between school and home, strengthening both the school and the home in their influence upon the lives of children. In our increasingly complex and mobile urban life the importance of this cooperative relationship has taken an even greater significance.

The neighborhood school enables the school to conduct a broader instructional program for local children, including extra-curricular activities of various kinds. The scheduling of lunch periods, the safety of children in traveling to and from school, and the contacts with the home in cases of emergencies are readily possible under this neighborhood school concept. The continuity of close relationships with children is possible only under such an arrangement. For these and related reasons the Board of Education has adhered to the policy as closely as possible.

Supreme Court and Neighborhood Schools

There is no indication that the Supreme Court, in its decision outlawing racial

segregation in the public schools, had any intention of destroying the concept of the neighborhood school.

In a ruling in January of this year on the specific question of whether the neighborhood school concept was consistent with the Supreme Court's decision, a United States District Judge in Indiana held that the Supreme Court decision did not render the neighborhood school illegal even in circumstances when residential patterns substantially precluded integrated enrollments.*

On the contrary, the Judge declared that the Supreme Court's instructions clearly indicate that the Court intended that the de-segregation policy was to be carried out within the framework of "school districts and attendance areas."

In his opinion, the Judge said:

"The neighborhood school which serves the students within a prescribed district is a long and well established institution in American public school education. It is almost universally used, particularly in the larger school systems. It has many social, cultural and administrative advantages which are apparent without enumeration. With the use of the neighborhood school districts in any school system with a large and expanding percentage of Negro population, it is almost inevitable that a racial imbalance will result in certain schools. Nevertheless, I have seen nothing in the many cases dealing with the segregation problem which leads me to believe that the law requires that a school system developed on the neighborhood school plan, honestly and conscientiously constructed with no intention or purpose to segregate the races, must be destroyed or abandoned because the resulting effect is to have a racial imbalance in certain schools where the district is populated almost entirely by Negroes or whites. On the other hand, there are many expressions to the contrary, and these expressions lead me to believe that racial balance in our public schools is not constitutionally mandated."

Thus, while the neighborhood school concept -- like any other educational practice -- must be constantly reviewed to see if it meets the needs of changing conditions, it would appear that the concept is legally sound.

*Bell vs. School City of Gary, United States District Court for the Northern District of Indiana, Hammond Division. Civil No. 3346. (The opinion is quoted in full as an appendix to this report.)

Re-Districting for Desegregation

To carry out the St. Louis Board of Education's desegregation policy in 1954, an inter-racial committee of school administrators was assigned the task of drawing new boundaries for the elementary and high schools. Because the high schools were to be desegregated in January, 1955, and the elementary schools in September, 1955, the high school boundaries were drawn first.

For both the elementary and the high schools, the procedure was essentially the same. Enrollment data were obtained from I.B.M. cards. There was a card for every child enrolled or registered in the schools, listing his grade and the number of the city block in which he resided. From these cards there were prepared I.B.M. cards for each of the approximately 6,000 city blocks showing by grade the number of public school pupils residing in that block. All indications of racial identities were purposely omitted from the cards.

On the basis of the statistics thus assembled, together with considerations of building capacities, distance, hazardous barriers -- such as highways, heavily traveled streets and railroad tracks -- and (for the high schools) transportation facilities, the district boundaries were drawn.

After the new boundaries were drawn, they were announced well in advance of the dates they were to become effective. Maps and descriptions were published in the daily newspapers.

The boundaries were subjected to scrutiny and discussion throughout the community. Interested groups and organizations, including the NAACP and Urban League, all parent organizations, and other civic and religious groups, were invited to inspect them and comment. The promptness with which the boundaries had been announced and the objectivity with which they had been drawn received editorial praise and also the praise of civic and religious organizations. No complaints in regard to them were registered in the office of the Superintendent.

Boundary Changes Following Desegregation

In revision of district boundaries and the preparation of boundaries for new schools since 1954, the same procedures have been followed as were used in preparation of the desegregated districts.

Especially in the elementary schools, considerable revision of boundaries has been required. There have been enormous population shifts within the city, particularly as a result of the removal of more than 4,000 families from Mill Creek. There has been a heavy in-migration from the South, and these newcomers have concentrated in certain areas of the city, because of racial and economic barriers in housing. There has been an especially great increase in the number of children in the most crowded residential areas.

Because of these changing residential patterns, a number of schools that in 1955 had integrated enrollments have become re-segregated. This fact has frequently been pointed out publicly by the Superintendent and members of his staff.

The history of school districting in St. Louis since 1954 has been published and explained repeatedly. The districts appeared in the public press, maps showing district boundaries have always been available for public inspection, all boundary changes are approved by the Board of Education, and appear in the Board's public records. In the nine years since the Supreme Court decision not one instance of gerrymandering has ever been brought to the attention of the school administration or the Board of Education.

Review of Desegregation Policy

Throughout the years which have followed the adoption of the desegregation policy in 1954, the Board and the administrators have continually reviewed integration policies and practices to see how they could be improved. Board Members and administrators meet regularly with school officials from other large cities. Staff members have been sent to other cities for the specific purpose of observing their integration practices.

When questions have been raised by individuals or organizations -- either to school administrators or to the Board -- they have been investigated and answered frankly and fully, frequently with a written report to the Board.

In 1961 and 1962, a comprehensive study of integration practices, policies and problems in the St. Louis public schools was made for the United States Commission on Civil Rights. The study was conducted by Professor Wylie H. Davis, of the University of Illinois College of Law.

In his work, Professor Davis spent many hours interviewing the Superintendent and members of his staff. Professor Davis also requested extensive data, which were supplied to him. In addition, he interviewed and wrote to a number of organizational and governmental leaders, both Negro and white. He obtained data and insights from them.

His findings and recommendations were listed in a 58-page printed report to the Civil Rights Commission last September 15.*

Professor Davis concluded the report by saying the St. Louis school administration

"deserves praise for the conscientious and intelligent progress it has accomplished with difficulty during the past eight years. Indeed, the entire community deserves praise for its remarkable advances in human relations since Dred Scott lost his case in the old St. Louis Court House a century ago."

The Civil Rights Commission report shows that the basic issues currently raised by individuals and organizations already have been the subject of extensive study. Moreover, action has been and is being taken where warranted.

*"Civil Rights U.S.A., Public Schools, Cities in the North and West, 1962. St. Louis, A report to The United States Commission on Civil Rights." U. S. Government Printing Office.

1. While the 1960 census shows the racial characteristics of the neighborhood were 60% Negro and 40% white, school enrollments were reported by parents to be as much as 90% Negro and 10% white.

REPLY NO. 1. Part A

This reply is herewith given in the form of the following communication from Dr. D. J. Pittman of Washington University:

"Dr. Hickey has requested that I prepare a factual analysis of the population trends in the neighborhood of the Harris Teachers College.

In preparing this analysis I have placed heavy reliance on data derived from the U.S. Censuses of Population and Housing: 1960. Census Tracts Final Report PHC (1) - 131 (Washington, 1962), since many of the statements and criticisms of the desegregation policies in the public schools are based on statistics from this source. Unfortunately the critics have frequently made simplistic analyses of census data leading to erroneous conclusions.

Furthermore, the area chosen for study is composed of four census tracts in St. Louis' West End, which encompasses the Harris Teachers College as well as the West End Community Conference Area. It should be pointed out that St. Louis City is divided into 128 of these small geographic areas referred to as census tracts.

The West End: An Analysis of Census Tracts
5C, 5D, 5E, and 12B

Boundaries North: Page Blvd.
 East: Kingshighway
 South: Delmar, Hodiament
 West: City Limits

For several years prior to the 1960 Census taken in April of that year the West End area as defined above had begun the transition from a predominately white to a predominately non-white area. This change is presented in detail in Table 1. In 1950, for example, 98.2 per cent of the area's residents were white; in 1960, 35.9 per cent were white and 64.1 per cent were non-white out of the area's total of 34,071 people. Furthermore, the change in racial composition was still in process in April, 1960, and in April 1963 we would expect the proportion of non-whites to be higher than 64.1 per cent.

Why did this happen?

TABLE 1

Racial Composition in West End Census
Tracts
1950 and 1960

Census Tract	1950		1960	
	White	Non-White	White	Non-White
5C	8,281	216	5,458	2,179
5D	7,136	106	2,744	4,697
5E	10,373	75	2,244	8,877
12B	8,463	217	1,777	6,095
Total	34,253	614	12,223	21,848
Per Cent	98.2	1.8	35.9	64.1

D. J. Pittman and Richard Hartzell, Director of Television Activities at Washington University, pointed out in their analysis of the West End in the program, "Crime In a Changing City," the following:

"...when the builders came to the West End they built, not modest rows of houses but large homes with spacious lawns and many private places.

Cabanne Place in 1883

Thornby Place in 1887 and

Windemere Place in 1896."

"The area remained stable until the "building boom" of the early 1920's. The builders who wanted large lots for building apartment houses began to harass the owners of spacious homes. However, the new apartments were choosy about their tenants and the West End remained reasonably quiet, and spacious."

"Until 1940. War workers began to crowd the City. Apartment tenants began to double up. Owners of big old houses were urged to convert spacious third floors into rooms for rent....The West End became crowded with transient renters -- people with no stake in the future of the neighborhood. Residents noted juvenile vandalism for the first time. Since 1940, things have never been as they were before."

"Negroes had come to the West End in the early 1950's. They were middle-class people looking for decent homes. Many joined with old-time white residents in trying to establish a peacefully integrated neighborhood. In 1957, the West End was 15% Negro. Then, in 1958, the pressure of Negroes looking for homes suddenly increased. The population changed from approximately 15% Negro in 1957 to 65% Negro in 1960. The West End seemed to change almost overnight from a relatively peaceful neighborhood to one of the most disturbed and crime ridden areas in our city."

"What caused this seemingly sudden crush of low-income Negroes in the West End? First, low-income housing open to Negroes has been in short supply in St. Louis for at least twenty years. In the late 1950's when poor southern Negroes were migrating into the City, thousands of units of low-income housing in Mill Creek were being demolished. This housing was not replaced by new construction for low-income groups, and these same groups showed a reluctance to live in high-rise public housing units. Furthermore, the demand of Negroes for housing was accelerated by the normal factor of natural increase in numbers."

"The already unbearable pressure on low-income housing available to Negroes was increased. Already crowded Negro neighborhoods became even more crowded. There were a few middle-class Negroes living in successfully integrated blocks in the West End. But the entire area was then 'opened' to all Negroes. In one sense, Mill Creek was like the sudden cloudburst that causes an already swollen stream to flood over its banks."

In short, the situation in the West End today is the consequence of the basic problem -- the containment of Negroes in specified areas by discriminatory practices in housing.

School Age Population: West End

It would be easy to conclude from the fact that 35.9 per cent of the West End's residents were white in 1960 that this same proportion between whites and non-whites would hold for the school age population. This is, however, not the case. The West End has a skewed population distribution in terms of age and marital status composition because of the large number of renter-occupied multiple dwelling units.

By 1960, white families with school age children had already left the area in significant numbers. Table 2 presents the consequences of this population movement. Of school-age children 5 - 9, 80.3 per cent were non-white and 19.7 white. In the age bracket 10 - 14, 79.2 per cent were non-white and 20.8 per cent were white. This is further documented in the fact that only 52.4 per cent of the whites 14 years of age and over were married compared to 62.2 per cent of non-whites. Stated in another way, in 1960 there were almost four times as many non-whites (7,684) as whites (2,186) under 14 years of age.

Thus, in 1960, the white population remaining in the West End was predominantly composed of aged persons 65 or older (19 per cent of the total white population), single, divorced and widowed individuals and childless couples.

An analysis of the adjacent northern census tracts (6A, 6B, 6C, 6D, and 6E) bounded by Page, Belt, Easton, Kingshighway, Natural Bridge, and the City Limits which were undergoing changes in racial composition at the same time shows a similar pattern of population distribution as the Tracts 5C, 5D, 5E, and 12B. For details see Table 2.

Further analysis of the school age population distributions in each of the four census tracts dramatically illustrates the relative absence in the West End of white children to attend public schools. These data are presented in Table 3. For example, in Census Tract 12B in the school age brackets 5 - 14, 95 percent of the children potentially eligible for public schools were non-whites. Even in Census Tract 5C, which was still 71.9 per cent white in 1960, the school age population 5 - 14 was already almost evenly split between whites (436) and non-whites (433). This distribution does not reflect the fact that a higher proportion of white children attend private (both religious and secular types) schools in St. Louis than do non-whites.

Age Composition by Race in the West End
1960

Age	0 - 4		5 - 9		10 - 14		15 - 19		20 - 65		65+	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Census Tracts												
5C, 5D, 5E, 12B												
White	1,163	24.2	611	19.7	488	20.8	683	31.9	6,928	37.7	2,350	70.9
Non-White	3,640	75.8	2,487	80.3	1,854	79.2	1,461	68.1	11,442	62.3	964	29.1
TOTAL	4,803	100.0	3,098	100.0	2,342	100.0	2,144	100.0	18,370	100.0	3,314	100.0
												35.9%
												64.1%
Census Tracts: Boundaries: Page, Belt, Easton, Kingshighway, Natural Bridge, City Limits												
6A, 6B, 6C												
6D, 6E												
White	1,132	19.3	760	17.2	681	21.2	735	30.3	6,041	28.6	1,881	61.8
Non-White	4,726	80.7	3,659	82.8	2,527	78.8	1,693	69.7	15,089	71.4	1,165	38.2
TOTAL	5,858	100.0	4,419	100.0	3,208	100.0	2,428	100.0	21,130	100.0	3,046	100.0
												28.0%
												72.0%

Marital Status	5C - 12B		6A - 6E		Total	
	White	Non-White	White	Non-White	No.	%
Persons	No.	No.	No.	No.	No.	%
14 yr. +						
Single	2,694	3,243	2,001	3,524	5,525	20.4
Married	5,252	8,805	5,174	12,628	17,802	65.7
Separated *	247*	1,330*	173*	1,096*	1,269*	4.7*
Widowed	1,374	1,373	1,199	1,410	2,609	9.6
Divorced	717	743	390	778	1,168	4.3
Total	10,037	14,164	8,764	18,340	27,104	100.0

*Non-Additive - sub-category of married

TABLE 3

Age Composition, By Race and Census Tract:
The West End: 1960

Tract 5C

Age 0 - 4	
White	Non-White
459	412
52.7%	47.3%

Age 5 - 9	
White	Non-White
221	271
44.9%	55.1%

Age 10 - 14	
White	Non-White
215	162
57%	43%

Tract 5D

Age 0 - 4	
White	Non-White
367	873
29.6%	70.4%

Age 5 - 9	
White	Non-White
208	637
24.6%	75.4%

Age 10 - 14	
White	Non-White
146	483
23.2%	76.8%

Tract 5E

Age 0 - 4	
White	Non-White
270	1439
15.8%	84.2%

Age 5 - 9	
White	Non-White
143	961
12.9%	87.1%

Age 10 - 14	
White	Non-White
102	732
12.2%	87.8%

Tract 12B

Age 0 - 4	
White	Non-White
67	916
6.8%	93.2%

Age 5 - 9	
White	Non-White
39	618
5.9%	94.1%

Age 10 - 14	
White	Non-White
25	477
5%	95%

Conclusion:

The conclusion from this report, tragic as it must be, is that even in 1960 the West End was segregated and was rapidly becoming part of the St. Louis Negro Ghetto. The white school age population in the area had already declined to approximately 20 per cent of the total, and would be even less when corrected for higher private school attendance. The attendant problems of crime and social disorganization which accompany change in color composition of an area have been previously documented for the West End in the television report, "Crime in a Changing City," by D. J. Pittman and Richard Hartzell.

In reference to the issue of Harris Teachers College and its role in recreating an integrated community in the West End, it can be noted that the area became segregated despite its presence. The College, especially since it has no residential facilities for its students, in my opinion, has as negligible impact on securing integration as the presence of Negro personnel in Clayton and Ladue during the day has on obtaining integration in those areas.

Reply No. 1. Part B

THE WEST END
1960

As Defined by West End Community Conference
Census Tracts 5C, 5D, and 5E *

			<u>Percent</u>
Total Population: 1960			
White			39.9
Non-White			60.1
Total			26,199
White			10,446
Non-White			15,753
Age Distribution:			
<u>Age</u>		<u>Number</u>	<u>Total No.</u>
0 - 4	White	1,096	3,820
	Non-White	2,724	
			28.7
			71.3
5 - 9	White	572	2,441
	Non-White	1,869	
			23.4
			76.6
10 - 14	White	463	1,840
	Non-White	1,377	
			25.2
			74.8
15 - 64	White	6,537	15,666
	Non-White	9,129	
			41.7
			58.3
65+	White	1,778	2,432
	Non-White	654	
			73.1
			26.9

*Source: U.S. Census, 1960

INTERPRETATION

The West End Community Conference in its report, The Case for Harris Teachers College and Integrated Schools in the West End, has stated: "While the 1960 Census shows the racial characteristics of the neighborhood were 60% Negro and 40% white, school enrollments were reported by parents to be as much as 90% Negro and 10% white" (Page 8).

The St. Louis City census tracts used in making this analysis were 5C, 5D, and 5E.

A more detailed analysis of this population should be completed unless erroneous conclusions are made. Although the above statement is accurate in stating that the overall population in the neighborhood was split 60% non-white and 40% white, these same proportions do not hold for the different age categories in the neighborhood.

This neighborhood has a skewed population distribution in terms of age composition by race. For example, of people 65 years of age and over, 73.1% are white and 26.9% are non-white. In fact, this is the only major age category in which there is a majority of whites.

When we examine in detail the school age population for the neighborhood in 1960 we find that in the age bracket 5 - 9, 23.4% were white and the remaining 76.6% were non-white. The same proportions hold for the school age bracket 10 - 14, in which 25.2% were white and 74.8% were non-white. It should be remembered that these are age proportions and tell us nothing about the preferences of white and non-white parents for private (both religious and secular) schools and public schools. When a correction is made for the fact that a higher proportion of white than non-white children attend private schools, the proportion of non-whites to whites in public schools in 1960 in this neighborhood would be at least as high as 80% non-white.

This analysis, as well as that of the West End Community Conference, has used 1960 Census figures obtained in April of that year. This is not the same situation as would exist in April 1963. This is because Tract 5C in 1960 had already begun to change in the racial composition of its population. Thus, the proportion of non-white school children in this neighborhood in 1963 would be higher than that reported in the 1960 Census.

Furthermore, the population pyramid found in the West End is not too radically different from those found in many subareas of the Central City in the North and Middle West. By this is meant a population which has a disproportionate number of non-white school age children at one end of the population continuum while at the other is a disproportionate number of aged and frequently indigent whites.

THE SOLDAN HIGH SCHOOL DISTRICT, 1960

Interpretation of Tables I and II

The Soldan High School District is composed of 20 census tracts (either in toto or partially) in the West End area of St. Louis City. The procedure used to obtain the population statistics in the Soldan area for 1960 has been to analyze the census data by tract and block for that year.

The age distribution by race in the district is presented in Table I. This table indicates that in 1960, 49.1% of the total population was white and 50.9% was non-white (total 116,386). However, there are distortions in the age pyramid in terms of the proportion of whites and non-whites in each age category. For example, in the age category 65 and over there are 11,132 whites, but only 2,912 non-whites. Thus, the Soldan District is not one in which each age category has a 50% white and 50% non-white composition. This is further seen in the fact that for the school age population brackets 5 - 9, 27.5% are white and 72.5% were non-white in 1960. In the age brackets 10 - 14, 31.1% were white and 68.9% were non-white.

There are, however, further factors which decrease the number of white children attending public schools from this district. Notable among these is the higher proportion of children in predominately white census tracts attending private (secular or religious) schools than is the case of children in predominately non-white census tracts. Table II presents this situation in 1960. For example, there were 4,078 students in this district enrolled in high schools of all types of whom 69.8% were from predominately non-white census tracts and 30.2% were from predominately white tracts. But when the district is further analyzed for enrollment in public high schools, the number decreases to 3,250 students, of whom 77.1% are from predominately non-white census tracts and 22.9% are from predominately white census tracts. Thus, when one moves from an analysis of all high school enrollments to public high school enrollments there is a decrease of 39% for predominately white census tracts and only 12% for predominately non-white census tracts in public school attendance.

A few words of caution should be given at this point. The census figures for public school enrollments in the Soldan District for 1960 which were 743 for predominately white tracts and 2507 for predominately non-white tracts refer to public school enrollment both within and without the district. Thus, this figure includes both white and non-white students who are in attendance in special district schools and technical schools. Moreover, since the Soldan District is bounded on the west side by St. Louis County, a number of white students, particularly, are found enrolled in public schools as tuition paying students in county school districts. The exact number of students attending these county school districts has not yet been ascertained.

Furthermore, it should be remembered that statistics for Table I and Table II are based on the situation in April, 1960. The Soldan District has been undergoing changes in racial composition for a number of years; thus, one would expect that the proportion of white children eligible to attend public school in this district has decreased even further since 1960.

TABLE II

Soldan High School District*
1960 -- Enrollment in Public Schools

		Kindergarten		Elementary		High School		R A N K	R A N K	Tot. Ele. & H.S. Enroll.	No. and % Enroll. in Public Ele. & H.S. K
		Total Enrolled	Public Enrolled	Total Enrolled	Public Enrolled	Total Enrolled	Public Enrolled				
Predominately White											
70	5A (99.1% white)	29	8	274	51	153	28	18.7	1	427	79(18.5) 1
100	5B (98.7% white)	50	39	505	384	187	141	76.0	5	692	525(75.9) 6
100	5C (71.5% white)	69	65	703	649	256	228	92.3	9	959	877(91.4) 9
100	12A (98.0% white)	60	27	296	111	191	65	37.5	2	487	176(35.1) 2
100	12D (78.8% white)	34	8	376	233	144	63	62.0	3	520	296(56.9) 3
5	13B (96.7% white)	6	4	39	30	11	9	76.9	6	50	39(78.0) 7
100	19A (97.4% white)	79	62	550	396	218	158	72.0	4	768	554(72.1) 5
35	19C (69.6% white)	19	17	218	171	55	43	78.4	7	273	214(78.4) 8
25	18C (83.6% white)	2	2	47	37	17	8	78.7	8	64	45(70.3) 4
	Total	348	232	3008	2062	1232	743			4240	2805(66.2)
			(66.7)		(68.6)		(60.3)				
Predominately Non-Wh.											
100	5D (63.1% Non-wh)	77	61	1162	1073	355	305	92.3	9	1517	1378(90.8) 7
100	5E (79.8% Non-wh)	153	145	1496	1375	510	457	91.9	8	2006	1832(91.3) 9
100	6A (81.4% Non-wh)	139	114	2007	1837	396	350	91.5	7	2403	2187(91.0) 8
99	6B (63.6% Non-wh)	108	84	1113	921	306	251	82.7	3	1419	1172(82.6) 2
55	6C (62.3% Non-wh)	62	53	664	513	177	137	77.3	1	841	650(77.3) 1
20	6D (65.5% Non-wh)	16	15	173	145	52	42	83.8	4	225	187(83.1) 3
65	6E (80.5% Non-wh)	76	73	801	730	253	211	91.1	6	1059	941(88.9) 5.5
60	6F (87.2% Non-wh)	57	48	646	572	196	177	88.5	5	842	749(88.9) 5.5
100	12B (77.4% Non-wh)	65	65	945	916	314	309	96.9	10	1259	1225(97.3) 11
35	12C (91.8% Non-wh)	35	35	383	372	152	146	97.1	11	535	518(96.8) 10
60	19B (67.6% Non-wh)	53	53	449	367	130	122	81.7	2	579	489(84.5) 4
	Total	841	746	9839	8821	2846	2507			12685	11328(89.3)
			(88.7)		(89.7)		(80.1)				
	Total District	1189	978	12847	10833	4076	3250			16925	14133(83.5)
			(82.3)		(84.7)		(79.7)				

*Source: U.S. Census, 1960.

2. At the time when the WECC was striving to maintain an interracial community, white parents were encouraged to transfer their children out of the district---

REPLY NO. 2.

White parents have never been encouraged to transfer their children out of the local district. On the contrary, literally thousands of requests for permits and transfers have been refused. Not one transfer has ever been granted when the reason for the request has been racial prejudice.

PUPIL TRANSFER POLICY AND PRACTICE IN ELEMENTARY SCHOOLS

All requests for transfers are dealt with by the five district Assistant Superintendents and are given individual consideration. Policies are frequently discussed in the weekly administrative meetings in order to secure unity of practice. Inter-district transfers are jointly dealt with by the sending and receiving assistant superintendents.

Transfers may be given for such reasons as the need to be taken to school by an older brother or sister, particularly in cases involving special schools; hardship cases, such as living with relatives; behavioral or maladjustment problems; recommendations of social agencies; transportation problems; problems of working mothers, etc.

In a few instances, at various times, consideration has been given to the request of a parent when the child is the only white child in an all-Negro classroom or the only Negro child in an all-white classroom. In such cases, usually upon complaint of physical violence or abuse, policy has been to attempt to secure protection for the child before a transfer is granted.

TRANSFERS GRANTED FROM ELEMENTARY SCHOOLS FORMERLY PREDOMINANTLY WHITE IN PUPIL POPULATION FROM SEPTEMBER, 1955, TO JUNE, 1961.

At the end of the 1960-61 school year each of the five elementary school Assistant Superintendents submitted a list of transfers granted from their districts. These transfers were carefully scrutinized and offered for public inspection. Concerning these transfers, Wylie H. Davis, in Civil Rights U. S. A. (p. 281):

"With a few exceptions, the receiving schools and reasons for transfer were also specified. A total of 21 transferring and 39 receiving schools were involved, although several schools fell into both categories. Over the 6-year period, 234 special transfers were reported, or an average of less than 2 pupils per transferring school per year. Administrative files, of course, do not identify transferees by race; but perhaps it is of interest that about 31 per cent of the 234 were transfers to schools where enrollments have been continuously all-white or virtually so. ---By and large, however, the special transfer record does not establish a pattern of abused discretion, or even a significant degree of resegregation in result."

ELEMENTARY SCHOOL TRANSFERS ISSUED SINCE JUNE, 1961

Turner Branch District, W. T. Smith, Assistant Superintendent

Mr. Smith has issued 21 additional permits. Four of these are transfers from a predominantly Negro to a predominantly white school. Two are Negro pupils, for medical reasons; two are white, of which one has parents employed at the State Hospital, one is living with grandmother in new district.

Ashland District, R. W. Janning, Assistant Superintendent

Mr. Janning has issued 52 additional permits, of which 24 were inter-district permits approved by W. T. Smith and J. A. Scott. Ten of these permits involve transfers from predominantly Negro to predominantly white schools:

- | | | |
|-----|------------------------|--|
| | Columbia to Ames | (Living with grandmother) |
| | Arlington to Clay | (Recommended by social agency) |
| | Simmons to Harrison | (Living with aunt) |
| (2) | Laclede to Herzog | (Other children in family there) |
| | Ashland to Mark Twain | (Physician's recommendation) |
| | Clark to Mark Twain | (Living with grandparent) |
| | Ashland to Walbridge | (Emotional problem) |
| | Columbia to Blair | (Kindergarten child physically threatened) |
| | Scullin to Walnut Park | (Racial pressures, from white parents) |

Banneker District, S. Shepard, Assistant Superintendent

No transfers issued from Blewett, Chouteau, Columbia, Henry (which have some white pupils) to predominantly white schools.

South Grand District, H. Van Reen, Assistant Superintendent

Mr. Van Reen has issued 65 additional permits. Six of these involve transfers from a more predominantly Negro school to predominantly white schools:

- | | | |
|--|--------------------------|---|
| | Hempstead to Stix | (Accompany sister in Special Education class) |
| | Dozier to Hamilton | (Working mother, living with grandmother) |
| | Hamilton to Roe | (Fighting) |
| | Hamilton to Mallinckrodt | (Fighting) |
| | Hamilton to Kennard | (Living with sister in new district) |
| | Hempstead to Stix | (Medical recommendation) |

STUDENT TRANSFER POLICY AND PRACTICE, SECONDARY SCHOOLS

1. Permits are issued to students who require a subject or subjects not offered by the home school for graduation.
2. Permits are issued to students requesting subject or subjects not offered by the district high school, when the student is eligible for such subjects.
3. Permits are issued to students who have proof that they are moving into another district.
4. Transfers are issued when a recommendation from the Pupil Welfare Division is made.
5. All married students are transferred.
6. All unwed mothers are transferred.
7. Pupils are transferred on recommendation from Juvenile Court.
8. Pupils are transferred on recommendations from the Board of Children's Guardians.

9. Pupils are transferred on recommendation from a particular principal, for purposes of safety, failure in schools, and when they are deemed to be poorly adjusted.
10. Pupils are transferred when recommendation is made by city-wide counseling division.
11. Pupils returning from State correctional institutions are not placed in the same school which they previously attended and are therefore transferred. (These cases are now dealt with by the Suspension Committee.)

TRANSFERS FROM SOLDAN TO OTHER HIGH SCHOOLS, 1955-1963

During the past nine years, since 1955, two hundred and thirty-two transfers and permits have been issued for students living in the Soldan High School District. These 232 transfers were distributed among the city high schools as follows: Beaumont, 20; Central, 2; Cleveland, 1; Hadley, 40; McKinley, 3; O'Fallon, 6; Roosevelt, 75; Sumner, 69; and Vashon, 16; Southwest, 0.

Herewith follows an analysis of the reasons for these transfers.

Pupils are transferred for disciplinary reasons such as truancy, academic failure, suspension, recommendations of the principal, teacher difficulty, threatening a teacher, being threatened by another student, Juvenile Court cases, adjustment, false addresses, late entry, married pupils, and unwed mothers. Such cases total 109 of the 232 transfers.

- 1) Disciplinary transfers were distributed as follows: Beaumont, 13; Central, 2; Hadley, 19; McKinley, 2; O'Fallon, 1; Roosevelt, 11; Sumner, 52; Vashon, 9.
- 2) It is the policy of the high schools to allow students to transfer when the home school does not offer subjects requested by the students and their parents.

Students who wish to take technical or vocational courses must usually enroll at the technical schools, which have the necessary equipment.

Other courses, such as certain foreign languages are not offered at all general high schools because there is little request for them. Here follows an analysis of such transfers by subject and receiving schools: Art, to Roosevelt, 1; Distributive Education, to McKinley, 1; German, to Roosevelt, 53, to Cleveland, 1; Music, to Sumner, 1; Vocational, to Hadley, 13, to O'Fallon, 1. (These figures do not include elementary school children who directly enter Hadley or O'Fallon in the ninth grade. Some 14 square blocks of the Soldan general high school district are in the Hadley Technical High district; the remainder of the Soldan district is in the O'Fallon Technical High district.)

- 3) It has been the practice of the high school administration when offered evidence of proof that the family of a pupil was going to move into another school district during the ensuing semester to issue a permit or transfer to a pupil to attend the school in whose district his new home is located. Ten permits were issued for this purpose, Beaumont, 2; O'Fallon, 1; Roosevelt, 6; Sumner, 1.
- 4) When it is more convenient for a pupil to attend a high school other than the one in whose district he lives, because of hardship, a permit may be issued. Five such permits were issued, Beaumont, 1; Hadley, 2; O'Fallon, 1; Sumner, 1.

- 5) In families where brothers or sisters attend another school on continuation permits or for other legitimate reasons listed here, consideration has been given to a younger brother or sister to attend the same school. Nine such permits have been granted, Beaumont, 2; Roosevelt, 3; Sumner, 2; Vashon, 2.
- 6) Another consideration given to pupils is the location of a part-time job, one to which they report after school. Five permits were issued for this purpose, Sumner, 3; Vashon, 2.
- 7) Twenty-three permits were issued to students requesting permission to attend a particular school. The reason given for such requests were to attend Vashon, preference for colored school, doctor's request, to attend with graduates of a particular elementary class, for the benefit of child and parent's insistence. They were distributed as follows: Beaumont, 2; Hadley, 6; O'Fallon, 2; Roosevelt, 1; Sumner, 9; Vashon, 3.

DISTRIBUTION OF ALL PUBLIC HIGH SCHOOL STUDENTS
CURRENTLY RESIDING IN THE SOLDAN HIGH SCHOOL DISTRICT

As indicated by the chart, of the 2441 students now residing in the Soldan High School District and attending a St. Louis Public High School, 1724 attend Soldan High School and 295 attend O'Fallon High School, in the district in which they also live. Of the remaining 422 students, 38 are enrolled for German at Roosevelt, 35 for Track IA at Cleveland and Southwest and Beaumont, 156 on continuation permits*, and 178 with permits or transfers for other legitimate reasons.

It is true that there are quite a few white families living in the Soldan area, particularly south of Delmar. This is an area of wealthy home owners and apartment dwellers. A great portion of these people are sending their children to parochial schools and to private schools. It has been said that some are tuition-paying students at county high schools.

The following quote is from the Civil Rights Report written by Wiley Davis:

"In brief, documented facts have not been produced to support the charge of large-scale special transfers among the general high schools. Regular Soldan-to-Southwest transfers, occasioned by almost phenomenal shifts in neighborhood occupancy, may have been misinterpreted. One may wish to infer that the school administration has been somewhat lax about special transfers for white students desiring courses, like German, not taught in their own district. On the other hand, if a transfer applicant is academically qualified for such courses, a school director cannot lightly accuse him or his parents of racial bigotry. Even when that motivation exists, a reasonably unoppressive interrogation is not likely to bare it. An obvious solution to this particular problem -- perhaps an expensive one -- is to standardize the high school curricula."

*Students may continue to attend the school in which they are enrolled until graduation even though they move out of the district, provided the school is not overcrowded.

STUDENTS LIVING IN SOLDAN DISTRICT CURRENTLY ATTENDING PUBLIC HIGH SCHOOLS

Schools	Technical High School	Permits and Transfers Technical High School	German	Track IA	Continuation Permits	Permits for Legitimate Reasons	Transfers for Legitimate Reasons	Total
Beaumont				5	2	10	14	31
Central					2		1	3
Cleveland				2				2
Hadley		15			101	5	26	147
McKinley					2		1	3
O'Fallon	295							295
Roosevelt			38			11		49
Southwest				28	1	4		33
Sumner					12	73	17	102
Vashon					36	8	8	52
Totals	295 (1)	15 (2)	38 (3)	35 (4)	156 (5)	111 (6)	67 (7)	717
Soldan								1724

Total number of students living in Soldan District going to above schools

2441

1) Negro and white; 2) Negro; 3) White; 4) Negro and White; 5) Negro and White; 6) Negro and White;
 7) Negro and White.

3. At the time when the WECC was striving to maintain an interracial community, white parents were encouraged to transfer their children out of district, Negro parents were refused transfers ---

REPLY NO. 3

The data reported in Reply 2 give ample evidence that Negro parents were not refused transfers for legitimate reasons. All parents, Negro and white, are refused transfers for reasons other than those specified.

Our transfer forms do not indicate whether they have been issued for a Negro student or a white student. We can, however, assume that when transfers are made from Soldan to Sumner, Hadley, and Vashon, they are for Negro students. During the past nine years, 40 transfers were made from Soldan to Hadley, 67 to Sumner, and 19 to Vashon. The records show that more transfers have been issued to Negro students than to white. One hundred and twenty-six transfers from Soldan have been granted to the three predominantly Negro high schools and seventy-eight to the three predominantly white high schools.

4. --- and arrangements were made for two busloads of Negro students from the Scudder School District of Kinloch to travel past five county school districts to attend Soldan High School.

REPLY NO. 4

Reply No. 4 is given herewith in the form of a statement from Otto P. Rost, Director, Secondary Education, and formerly Principal of Soldan High School:

During my tenure as Principal of the Soldan High School, we received tuition students from the Scudder School. They were transported to St. Louis by means of school busses because no county school district would accept them. Soldan, which is located in the western portion of the city on Union Boulevard, was the high school closest to the Scudder School District.

Records located in the Secretary-Treasurer's Office of the St. Louis Board of Education indicate that in the school year of 1957-1958, twenty-seven Scudder pupils attended Soldan High School and three were in attendance at Hadley Technical High School. In the school year of 1958-1959, forty-one pupils were in attendance at Soldan and three at Hadley. Pupils were not received in St. Louis during the school year of 1959-60. This means that in 1957-1958 twenty-seven Scudder pupils out of a total maximum enrollment of 1453 were enrolled in Soldan High School. In 1958-1959 this number increased to forty-one out of a total maximum enrollment of 1558. The capacity of Soldan High School is 2350. The ratio of race in 1957-1958 was 60% white and 40% Negro, and in 1958-1959 the ratio was 50% white and 50% Negro. Three students from the Scudder School District were Caucasian -- two white girls and one white boy. A former assistant superintendent stated that the contract with the Scudder School District was terminated because the Scudder School authorities were able to convince county school districts to accept these students.

It should be clear that the Board of Education received the Scudder students as a gesture of cooperation and good will at a time when the Negro-white ratio was not critical at Soldan. In my judgment the presence of so small a number of Negro students at Soldan had no perceptible effect upon the attitude of white parents about sending their children to Soldan.

5. At no time did there appear any attempt to assure for parents a balanced racial enrollment.

REPLY NO. 5

The original redistricting in 1955 of the elementary schools in the West End area and of the Soldan High School gave the community full opportunity to maintain balanced school enrollments. A comparison of the estimated (no records were kept by race) Negro-white enrollment ratios when the schools were desegregated with those when the racial count was made in October, 1962, at the request of the U. S. Commission on Civil Rights, shows that the extremely favorable ratios which prevailed in 1955 were eroded by a combination of massive migration into the area and the movement of whites from it.

<u>School District</u>	<u>Est. Racial Percentages in 1955</u>	<u>Percentage in 1962</u>	<u>November Enrollment, 1955</u>	<u>November Enrollment, 1962</u>
Ashland	95% W	91% N	690	1072
Arlington	90% W	99+% N	775	1813 (1)
Gundlach	75% W	97% N	748	1510 (2)
Laclede	99% W	97% N	752	2157 (3)
Dozier	90% W	99% N	749	1870 (4)
Hamilton	100% W	52% N	849	1149
Hempstead	85% W	99+% N	993	2828 (5)
Marquette	65% W	72% N	744	741
Clark and Br.	45% W	97% N	1046	1503
Emerson and Br.	80% W	99+% N	758	1625 (6)
Wells	--	99+% N	--	335
Soldan	74% W	99% N	1475	2180
Scullin	97% W	95% N	313	744
			<u>9892</u>	<u>19,527</u>

- (1) Includes 315 transported pupils
- (2) Includes 156 transported pupils
- (3) Includes 793 transported pupils
- (4) Includes 864 transported pupils
- (5) Includes 1327 transported pupils
- (6) Includes 492 transported pupils

The Davis report points out that:

St. Louis' Negro-white inversion trend has been accompanied since 1950 by a striking intracity mobility in the Negro population. Thousands have moved into the "West End" area----. Mass dislocation caused by a slum clearance razing of about 900 acres in east-central St. Louis (the Mill Creek development) has combined with a burgeoning Negro population and emigration of largely "middle-class" whites to shape this startling growth of low-income Negro ghettoization (p.262).

Under these circumstances, over which the Board of Education has had no control, it is difficult to understand how the school administration could conceivably have contrived "to assure for parents a balanced racial enrollment."

6. At no time did there appear any attempt to assure for parents a balanced racial enrollment--white families--are denied--a good desegregated school.

REPLY NO. 6

The data given in Reply 5 show clearly that in every one of the West End elementary schools and the Soldan High School favorable Negro-white ratios obtained when the re-districting was done. These data, considered in conjunction with those offered in Reply 1 and Reply 2, make it quite evident that there are not now in the area enough white public school pupils to maintain balanced Negro-white ratios in either the elementary schools or in the Soldan High School.

To maintain desegregated schools in the West End area (with the exception of the Hamilton School, which is now 52% Negro in enrollment) the Board of Education would have to (1) deny white students the privilege of taking vocational and technical training at the O'Fallon Technical High School, (2) deny students the privilege of taking in other high schools courses not offered at Soldan, and, (3) transport into the area at enormous expense white elementary school pupils from currently underpopulated white schools miles away.

Had such procedures been prosecuted by the school administration, they would have constituted violations of current Board of Education policy, which re-established the neighborhood school principle in 1955.

7. Overcrowded schools have meant no lunch program, to which these children are entitled---

REPLY NO. 7

All children in the St. Louis Public Schools are not provided with a lunch program. As a matter of fact, only 50 of the 135 elementary schools have such a service.

From the following table, it can be seen that of the 13 college and secondary schools and 50 elementary schools providing hot lunch service, food service is provided at the Soldan, Clark, Gundlach, and Hamilton Schools and at the Vashon (which receives transportees from the Hempstead), the Hadley (which receives transportees from the Emerson), the Lowell, Mark Twain, Walnut Park, and Wade (which receive transportees from Laclede), the Walnut Park (which receives transportees from the Gundlach), the Busch and Dewey (which receive transportees from the Dozier), the Kennard, Gardenville, and Wheatley (which receive transportees from the Hempstead). Milk vending machines have been installed at the Ashland, Arlington, Clark Branch, Emerson, Hempstead, Laclede, and Wells. The only west end schools which receive no form of hot lunch or milk-vending service are the Marquette and the Stix.

Reply No. 7

St. Louis Public Schools Providing Hot Food Service by the Board of Education

College and High Schools

1. Harris T. C.
2. Beaumont
3. Central
4. Cleveland
5. McKinley
6. Roosevelt
7. Soldan
8. Southwest
9. Sumner
10. Vashon T Hempstead
11. Hadley Comm. T Emerson
12. Hadley Tech.
13. O'Fallon Tech.

Elementary Schools

1. Ames
 - 1a. Lowell T Laclede
 - 1b. Mark Twain T Laclede
 - 1c. Walbridge T Laclede
 - 1d. Walnut Park T Gundlach
2. Baden T Laclede
3. Banneker
4. Blair
5. Blow
6. Busch T Dozier
 - 6a. Buder
 - 6b. Fanning
 - 6c. Kennard T Hempstead
 - 6d. Mann
 - 6e. Nottingham
7. Carr Lane
 - 7a. Bates
 - 7b. Columbia
 - 7c. Divoll
 - 7d. Dunbar
 - 7e. Jefferson
8. Cole
9. Cote Brilliante
10. Cupples
11. Dewey T Dozier
12. Farragut
13. Gallaudet-Wyman
14. Gardenville T Hempstead
15. Irving

- 16. L'Ouverture
- 17. Michael
- 18. Peabody
 - 18a. Adams
 - 18b. Clinton
 - 18c. Hodgen
 - 18d. Madison
 - 18e. Mullanphy
 - 18f. Sherman
 - 18g. Wheatley T Hempstead
- 19. Roe
- 20. Simmons
- 21. Turner Branch
- 22. Wade T Laclede
- 23. Waring
- 24. Washington
 - 24a. Clark W.E.
 - 24b. Field
 - 24c. Gundlach W.E.
 - 24d. Hamilton W.E.
- 25. Woerner

- 1. Numbered schools serve as preparation center for lunches sent to schools indicated in sub-headings a through g.
- 2. T. Receiving transportees from West End schools
- 3. W.E. West End Schools

8. Overcrowded schools have meant ---- the use of basement rooms ---

REPLY NO. 8

In order to keep class size within "teachable" limits some basement and other rooms not originally designed for classroom purposes have been and are being used for classroom purposes. This is being done in order to keep class size at the point where efficient classroom instruction is possible and to avoid bus transportation of kindergarten and primary children. Before utilization of any such room is approved, such utilization is carefully checked from the viewpoints of health and safety by the assistant superintendent in charge.

The following table shows the classroom situation in 14 west end elementary schools:

<u>School</u>	<u>Number of Regular Rooms</u>	<u>Number of Transportables</u>	<u>Number of Basement Rooms</u>	<u>Number of Rented Rooms</u>	<u>(1)</u>	<u>Total</u>
Arlington	17	5				22
Arlington Branch #1	7					7
Benton	18			3		21
Clark	22	3	3 (2)			28
Clark Branch	7					7
Dozier	17	8				25
Emerson	19		2			21
Emerson Branch	7					7
Gundlach	20	8				28
Hamilton	22	4				26
Hempstead	22	7	3 (3)			32
Laclede	22	4	3	5		34
Stix	17					17
Wells	<u>7</u>	<u> </u>	<u> </u>	<u> </u>		<u>7</u>
Total	224	39	11	8		282 (4)

- (1) These rooms are small and awkward to use.
- (2) Two of these are basement rooms. The third is the stage of the auditorium, which is located in the basement.
- (3) One of these rooms can be classified as undesirable. The other two may be classified as basement rooms but do not handicap instruction.
- (4) Of the 282 classrooms in these 14 west end schools, 11, or less than 4%, are basement rooms and 8, or less than 3%, are rented quarters.

9. Overcrowded schools have meant---transportable rooms using up needed play space---

REPLY NO. 9

Transportable rooms have generally met with favorable reception among the parents of pupils.

The Davis report states:

The main reaction from parent groups has been to request more transportables in order to reduce bus transportation for relief of overcrowding. (p. 274) ---

Realism about pupil overcrowding and public school financing, particularly in light of the high quality built into these units, would suggest that they will be on the school landscape for a long time. One may doubt that their portability will be tested very often in the foreseeable future. (p. 275)

The play space at the Ashland School has long been inadequate and the transportables in the south yard have not materially affected the play activity in the main yard.

The Arlington population has been dispersed by a branch school and rented church facilities. The transportables have reduced the girls' yard somewhat, but they have not handicapped the physical education program materially.

The Gundlach play yard is one of the largest in the city. The transportables along the north and south edges leave adequate play space for the children.

The Laclede local population has been reduced through use of rented church facilities and by bussing. The row of portables on the east line of the yard has reduced the yard space but has not seriously affected the program.

The Dozier yard has for many years been one of the most inadequate in the city. The play space situation has been somewhat relieved by the massive bus transportation program required here. Only the younger primary school children now attend the Dozier.

The situation at the Hempstead is similar to that at the Dozier.

The transportables at the Clark were erected in a narrow area which is not part of the main yard. These transportables are here at the urgent request of the parents' representatives, who wished to avoid transportation from the Clark.

We do not believe that the space taken for transportable units has had any substantially harmful effect on the school program; certainly the units have materially strengthened the instructional program.

10. Overcrowded schools have meant---and high pupil-teacher ratio---

REPLY NO. 10

In order to keep the pupil-teacher ratio in the west end area sufficiently low for classroom units to be "teachable" and for each child to have at least one place in his daily experience where he is not lost in the crowd and where he can be treated and respected as an individual, a number of emergency measures were adopted. These included re-zoning where feasible, creation of additional classroom space through re-modeling of buildings, rental of space in church buildings, erection of primary branch buildings, utilization of proceeds from sale of school property in Mill Creek area for erection of 70 transportable units (which reduced the need for additional transportation by approximately 2,500 pupils), allotment of space in high school buildings for housing upper grade elementary school pupils, bussing to underpopulated schools, and repeated appeals to the electorate for authorization for funds to erect additional buildings.

The following chart shows second-semester pupil-teacher ratios in west end elementary schools for the years 1955 to 1962, inclusive. These figures are based on average daily enrollments reported by the Superintendent in the Official Proceedings of the Board for July of each of the years indicated. They reflect the strong and continuous efforts made to keep pupil-teacher ratios in that section of the city in line with city-wide averages.

Pupil Teacher Ratio - West End Schools
Based on Average Daily Enrollments Per Teacher

School	For 1955	For 1956	For 1957	For 1958	For 1959	For 1960	For 1961	For 1962
Arlington	37	39	40	33	34	32	32	34
Arlington Branch #1	-	-	-	37	40	39	36	33
Benton	46	35	37	41	38	34	35	33
Clark	34	39	36	35	33	34	34	34
Clark Branch	-	-	-	-	34	34	34	36
Dozier	40	41	37	36	36	36	37	35
Emerson	35	33	37	33	40	39	40	33
Emerson Branch	-	-	-	34	36	39	37	29
Gundlach	36	36	38	34	35	35	34	35
Hamilton	37	39	38	35	37	35	34	30
Hempstead	36	39	39	38	38	33	38	38
Laclede	36	37	35	39	37	38	42	35
Stix	34	36	34	34	36	33	32	30
Wells	-	-	-	-	34	38	35	35
City-wide Average	36	36	35	35	35	34	33	32

11. Overcrowded schools have meant---all adding up to poor educational quality.

REPLY NO. 11

Reduction of class size - through rental of rooms, erection of primary branch schools, and transportables, and other expediciencies, plus conscientious attention to duty on the part of the instructional personnel concerned - has made it possible for children residing in the districts of the seriously overcrowded west end schools to suffer the least possible educational loss. The following charts, prepared by the Division of Pupil Welfare and Adjustment, show the median grade levels achieved during the past 5 years by 8H pupils of the five groups of elementary schools in St. Louis as well as by the 8H pupils of the individual elementary schools involved. As indicated by data tabulated in the charts the districts as well as the individual schools from which these pupils come, have during the past 5 years not only maintained but on the whole improved the achievement scores of their 8H pupils in spite of the rapidly increasing population of their districts, the wholesale turnover of their pupils, and the unsettled socio-economic conditions of their neighborhoods. This is largely attributable (1) to emergency measures taken by the Assistant Superintendent of elementary education to keep class size within "teachable" bounds and (2) to effective efforts on the part of teachers and principals of these schools to see that their pupils suffered minimum educational loss.

Reply No. 11

CHART I

Median grade levels achieved by 8-H pupils on Reading, Arithmetic, and Language Sections of Iowa Tests of Basic Skills by Groups of Schools during five year period.

Group	1st Term 1957-58	2nd Term 1957-58	1st Term 1958-59	2nd Term 1958-59	1st Term 1959-60	2nd Term 1959-60	1st Term 1960-61	2nd Term 1960-61	1st Term 1961-62	2nd Term 1961-62
Ashland	Read. 8-4	8-5	8-5	8-5	8-9	8-8	8-8	8-9	8-8	8-8
	Arith. 8-5	8-7	8-7	8-7	8-9	9-1	8-9	9-2	8-9	8-9
	Lang. 8-3	8-5	8-5	8-5	8-9	9-0	9-0	9-2	9-0	9-0
Banneker	Read. 7-7	7-6	7-6	7-6	8-2	8-4	8-3	8-8	8-5	8-5
	Arith. 7-8	7-7	8-1	8-1	8-3	8-4	8-4	8-7	8-6	8-5
	Lang. 7-6	7-6	7-9	7-9	8-3	8-5	8-7	9-1	9-0	9-0
Long	Read. 9-3	9-0	9-2	9-6	9-6	9-6	9-5	9-6	9-4	9-3
	Arith. 9-0	9-0	9-2	9-5	9-6	9-6	9-6	9-8	9-5	9-5
	Lang. 8-9	9-1	9-0	9-3	9-3	9-5	9-4	9-6	9-3	9-4
South Grand	Read. 8-3	8-5	8-2	8-5	9-0	8-8	8-7	8-9	8-6	8-8
	Arith. 8-3	8-6	8-6	8-8	9-0	8-8	8-9	9-1	8-8	9-0
	Lang. 8-3	8-5	8-3	8-7	9-0	8-8	8-7	9-1	8-7	9-0
Turner Branch	Read. 7-5	7-7	7-7	7-9	8-4	8-4	8-4	8-4	8-6	8-9
	Arith. 7-7	7-9	7-9	8-2	8-3	8-5	8-4	8-6	8-6	8-8
	Lang. 7-6	7-7	7-8	8-2	8-3	8-6	8-6	8-8	8-9	9-1
All Schools	Read. 8-3	8-3	8-2	8-6	8-8	8-9	8-8	9-0	8-8	8-8
	Arith. 8-3	8-4	8-5	8-7	8-8	8-9	8-9	9-1	8-9	9-0
	Lang. 8-2	8-3	8-3	8-6	8-9	8-9	8-9	9-2	9-0	9-1

*Beginning with this term pupils whose Binet I.Q.'s ranged between 48 and 78 were assigned to Terminal Education or were retained.

Grade levels given from this point on are based on achievement of pupils in Tracks I, II, and III and do not include Terminal Education or retained pupils.

Median grade levels achieved by 8-H pupils on Reading, Arithmetic, and Language Sections of Iowa Test of Basic Skills in selected schools during five year period.

Schools	Skill	1st Term 1957-58	2nd Term 1957-58	1st Term 1958-59	2nd Term 1958-59	1st Term 1959-60	2nd Term 1959-60	1st Term 1960-61	2nd Term 1960-61	1st Term 1961-62	2nd Term 1961-62
Arlington	Read.	7-6	8-3	8-2	8-3	8-5	*8-7	8-9	8-2	8-6	8-7
	Arith.	7-9	8-1	8-1	8-8	8-6	8-7	8-2	8-7	8-8	9-0
	Lang.	8-0	8-2	8-7	8-4	7-8	-	9-1	8-3	9-1	9-3
Benton	Read.	6-7	7-7	8-6	7-8	8-7	8-2	8-4	8-1	8-2	8-5
	Arith.	7-1	7-2	8-7	8-6	8-6	8-1	8-8	8-8	8-8	9-1
	Lang.	6-2	7-2	9-0	8-5	8-4	-	9-2	9-0	9-1	9-0
Clark	Read.	8-1	8-0	8-0	8-8	8-8	8-6	- 1	- 1	8-8	9-1
	Arith.	8-3	8-3	8-2	8-5	8-7	8-2	-	-	8-9	8-6
	Lang.	8-5	8-3	8-6	9-2	8-6	-	-	-	9-7	9-3
Dozier	Read.	7-3	9-0	8-7	7-9	8-4	8-8	-	- 2	-	-
	Arith.	7-3	9-1	8-6	8-5	8-5	8-7	-	-	-	-
	Lang.	8-0	8-6	8-4	7-8	8-2	-	-	-	-	-
Emerson	Read.	7-6	7-8	7-1	7-7	7-9	10-5*	-	- 3	-	-
	Arith.	7-8	7-8	8-0	8-0	8-4	9-2	-	-	-	-
	Lang.	8-2	7-4	7-6	8-4	7-9	-	-	-	-	-
Gundlach	Read.	8-9	8-4	8-5	8-7	9-5	8-8	8-8	8-8	8-7	8-8
	Arith.	8-4	8-6	8-7	8-9	8-8	8-6	9-0	8-8	8-4	8-9
	Lang.	8-5	8-6	8-8	8-9	8-9	-	9-6	9-0	8-7	9-1

1. Clark 8-H pupils attended Soldan Elementary in 1960-61
 2. Dozier 8-H pupils attended Soldan Elementary in 1960-61 and Waring in 1961-62
 3. Emerson 8-H pupils have attended Hadley Elementary since 1960-61
- * See Chart I

Schools	Skill	1st Term		2nd Term		1st Term		2nd Term		1st Term		2nd Term		1st Term		2nd Term		1st Term		2nd Term	
		1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59
Hadley Elem.	Read.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Arith.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Lang.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hamilton	Read.	8-6	8-8	8-8	9-4	8-9	9-6	9-0	9-0	9-2	9-2	9-6	9-3	9-1	9-1	9-0	8-2	8-3	8-9	8-4	8-7
	Arith.	8-2	8-5	8-8	8-8	8-6	9-2	8-4	8-4	9-2	9-2	8-3	8-3	8-8	8-8	8-3	8-9	8-3	8-3	8-5	8-6
	Lang.	8-1	8-4	9-0	9-0	8-5	9-4	-	9-1	9-1	9-1	9-3	9-3	8-6	8-6	8-3	8-9	8-3	8-3	9-5	9-5
Hempstead	Read.	8-3	8-0	8-0	7-8	8-3	8-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Arith.	8-3	8-5	8-5	8-6	8-5	8-4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Lang.	8-7	8-2	8-2	8-5	8-6	8-7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Laclede	Read.	8-3	9-2	9-2	8-5	9-0	8-9	8-3	8-3	8-3	8-3	9-0	8-6	8-7	8-7	8-0	9-0	8-7	8-5	8-2	8-2
	Arith.	8-7	8-8	8-8	8-0	8-6	8-7	8-8	8-8	8-5	8-5	8-6	8-6	8-5	8-5	8-5	8-6	8-5	8-5	8-5	8-5
	Lang.	8-8	9-3	9-3	7-9	8-9	9-2	-	-	8-5	8-5	9-3	9-3	8-9	8-9	8-9	9-3	8-9	8-9	8-9	8-9
Soldan Elem.	Read.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Arith.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Lang.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Stix	Read.	8-5	9-2	9-2	8-1	8-8	9-4	9-2	9-2	9-3	9-3	9-8	9-8	9-7	9-7	9-7	9-6	9-7	9-7	9-6	9-6
	Arith.	8-5	9-0	9-0	8-5	9-0	9-0	9-4	9-4	9-4	9-4	9-6	9-6	10-1	10-1	10-1	9-6	9-6	9-7	9-7	9-7
	Lang.	9-3	10-0	10-0	8-7	8-9	9-5	-	-	10-0	10-0	9-8	9-8	9-8	9-8	9-8	9-8	9-8	9-8	9-7	9-7
Vashon Elem.	Read.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Arith.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Lang.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Waring	Read.	6-9	7-7	7-7	-	8-3	8-0	7-9	7-9	-	-	-	-	8-0	8-0	8-0	-	-	-	8-1	8-1
	Arith.	7-7	8-1	8-1	-	8-7	7-8	8-5	8-5	-	-	-	-	8-3	8-3	8-3	-	-	-	8-6	8-6
	Lang.	6-3	7-1	7-1	-	8-6	8-0	-	-	-	-	-	-	8-3	8-3	8-3	-	-	-	8-8	8-8

4. Hempstead pupils have attended Vashon Elementary since 1959-60

* See Chart I

12. When bussing was undertaken to relieve the overcrowding, no human relations program was instituted to assure the welcoming of the bussed children into the receiving schools.
13. Many injustices were practiced upon the children bussed into strange neighborhoods---

REPLY NO. 12, NO. 13

This statement has been made and replied to previously in a response to complaint from an organization identified as "Parents of Clark School Children and Interested Friends" (7/26/61). We quote herewith from that reply:

"...It should be noted that the critics either are flagrantly unaware of the great concern and effort which the school administration has devoted in behalf of transported pupils or they have been badly misinformed. The elementary school directors planned the program and discussed the problems in considerable detail; special assignments were made of administrators of receiving schools in order to assure the most gracious and considerate handling of pupils; the directors carefully instructed receiving principals to make the utmost effort to assure transported pupils of considerate reception by means of briefings with receiving school parent organizations, teachers, and pupils; the directors themselves with the help of additional personnel carefully and personally supervised the operation of the program until they were confident of its smooth operation; principals and teachers were required to supervise all pupils more carefully and extensively throughout the school day than is normally done; the Superintendent and his staff held a special meeting with the Chief of Police and his administrative staff outlined the entire transportation program and requested and were provided with an unobtrusive network of specially assigned personnel at all schools to guarantee no annoyance or molestation of transported pupils; all complaints were immediately transmitted to the directors, who promptly investigated and attended to them by means of personal visits to the schools involved.---

We have continued to give careful attention to this matter. The Deputy Superintendent and district Assistant Superintendents have often given consideration to the problem in their weekly meetings. The Assistant Superintendents have held meetings with the principals involved in an effort to improve the situation for bussed pupils. The Superintendent's committee dealing with integration problems has met with the Assistant Superintendents and discussed the problem.

We submit herewith excerpts from receiving school principals' reports on their efforts to assure transported pupils the best possible treatment:

From the Kennard School, Ruth E. Schofield, Principal

At Kennard, the first Friday of the school year that the transportees came, there was an evening Community meeting to which neighbors as well as local parents, a local minister, and Mr. Chester Stovall came. The general purpose was to acquaint the local residents with the real need for transportation of pupils, relate the general policies that would underlie the implementation of the program at Kennard, and to solicit the cooperation of all in helping all pupils enjoy a normal and happy school year. Response was excellent and there was a general feeling of good will expressed as persons left the meeting.

Both Kennard and Hempstead pupils were talked to separately and the responsibilities of each group toward the other was stressed. Cooperation of the pupils was noteworthy.

Since that time the principal, faculty, and parent groups have made many efforts to create a feeling of "belonging" on the part of all pupils. Some activities which certainly have contributed to this feeling and in which both transportees and local students have taken part together are as follows:

Track meets and Vaulting Box tournaments at Busch School in which instance Hempstead pupils were returned to their resident areas by the physical education teacher.

May Day dance festivals to which parents of both groups were invited and came.

Christmas programs held in the evenings in which both groups presented music and dramatic works.

Monthly auditorium sessions alternately arranged by Kennard and Hempstead teachers.

Story Exchange programs (ie) groups of pupils read stories in like-graded rooms. Thus Kennard fourth and fifth graders read in Hempstead's two fourth and two fifth grade rooms and vice versa.

The Instrumental Music Program involves both Kennard and Hempstead pupils.

Kennard and Hempstead pupils share busses on field trips to the Art Museum and also to the Symphony Concerts.

Observation of the Centennial of the Emancipation Proclamation was done at an auditorium session with each group contributing.

There have been noon parties both at school and at a local restaurant for the entire faculty group. The faculty (as a whole) shares in expressions of sympathy, etc. to members.

From the Wade School, Richard A. Stumpe, Supv. Teacher

At a meeting of the P.T.A. officers prior to September, 1961, the changes in staff and groups in the school were discussed in detail. The principal fully and completely informed the P.T.A. officers and answered all questions. Among the topics discussed was the problem of how lonely a transported child might feel being miles away from his own neighborhood and home school. It was emphasized that everything possible must be done to overcome any such feelings of strangeness and to insure an extra friendly and warm reception.

Invitations were immediately sent to Laclede parents to join the Wade School P.T.A. and to attend our meetings when possible. Such invitations were sent home on many occasions in addition to all notices of regular meetings and special events.

The faculty was informed of the fact that transported children would be attending Wade School starting September, 1961. They were told that it was the responsibility of every faculty member to do everything possible to see that integration was accepted smoothly and in friendly fashion. The major share of one faculty meeting was devoted to specific ways in which they could help. The following points were covered:

I would not tolerate any child in Wade School being embarrassed or insulted because of race.

Teachers should take advantage of every opportunity to instruct their children on the rights, contributions, responsibilities, and dignity of all men.

Teachers were to take full advantage of all contacts with the parents to interpret our program to them.

Teachers were to be especially resourceful in seeing to it that opportunities for positive interaction were available and to seize every opportunity to get across the point that social interaction among children should at all times be polite and mannerly.

I met the buses and escorted the transported children to their rooms. They were warmly greeted and warmly accepted.

I discussed the transportation of Laclede children with many parents and residents of the neighborhood as I had contacts with them in the office, on the playground, and on the street.

The Negro faculty members were introduced to the faculty prior to the opening of school in September and also introduced to the entire P.T.A. at the first meeting at which they were present. They were made to feel at home. I saw to it that opportunities were made for the faculty to interact and become cohesive. -----

-----The transported children eat in the same lunchroom and cafeteria as do the rest of the children. We have no separate lunch period. Children are completely free to sit where they please.

All announcements, literature, and invitations pertaining to Wade School apply equally to all children and parents. Notices of every P.T.A. meeting are sent home with every child from Laclede School. Parents from Laclede School have attended P.T.A. meetings at Wade School even though the Laclede School P.T.A. meeting is usually held on the same night (the third Tuesday of the month). We had over 25 parents from Laclede School attend the Wade P.T.A. meeting last December to hear our chorus sing.

The transported teachers have been encouraged to attend and participate in the Wade P.T.A. meetings. They have done so. Just last month (March, 1963) one of the transported teachers served as a panel member for the P.T.A. program. The transported teachers are liked and respected by the community.

We have a school chorus which is completely integrated. Children practice together one or two days a week during the lunch hour. This affords an excellent opportunity for positive interaction of children.

Children in the transported rooms have been screened for ability in vocal music. We had two boys from Wade in the citywide Boy Choristers last year, one boy being a transported student. He was accompanied to practice sessions after school at O'Fallon High School by the other boy from Wade School.

The instrumental music teacher tests and screens all children for ability in instrumental music. Many transported children have been and are involved in instrumental music instruction.

Transported children have been involved in after school activities. Laclede children have been invited to bowl with Wade children on Saturday morning at the Arena. A Negro boy was on our tumbling team and the coach drove him home after the meet which was held after school.

Other various activities such as award day ceremony, fireman lecture, group testing, etc., are held on a fully integrated basis.

We have experimented over a period of two years with many ways of allocation of play space on the playground to provide for the safety and equal opportunity of children. Transported children play with Wade children on the playground and share the same play areas as Wade children of the same grade placement.

Laclede children have been scheduled for many trips and special lectures at Shaw's Garden. Transported and non-transported children have planted bulbs at Shaw's Garden which they took home to their parents.

Wade children and transported children chartered a bus together last Spring for a trip to the Art Museum. They sat together, talked with one another and pooled their resources for this common goal.

From the Buder School, Robert W. Bernthal and Robert McNamara, Principals

At the Buder School, special discussions were held during the month of May, 1962, to prepare for the integration of the school the following September. These discussions took place at faculty meetings and at a meeting of the executive officers of all three parent organizations. The parents and faculty members indicated that they would make the best possible efforts to insure the success of the integration program.

All recess periods are integrated and the only play space allocation is that boys play in the boys' yard and girls in the girls' yard.

All playgrounds are integrated. The transported children begin lunch fifteen minutes early but their period overlaps the lunch period of all the other children. The transportees are included in all schoolwide projects such as picnic, etc.

As far as parent activities are concerned, every piece of literature that leaves the school goes home with every pupil. Transportee parents have attended Patrons' Meetings. They were invited to attend and take part in the Card Party. Some purchased tickets. They have been invited to take part in our annual May Festival and certainly will be invited to attend same. All teachers will be invited to a Teachers' Day Luncheon.

We will have the same children next year so that their educational development will not be disturbed. Children are able to use all of the educational facilities of the school such as speech classes, orchestra, etc. The fourth grade transportees have physical training with our physical education teachers who take care of grades 4 - 8.

Each room in Buder School has a Room Mother. We were not able to get transportee parents to volunteer for the job, so Buder parents have volunteered to take over the duties in the transported rooms. The Room Mother's job generally is to provide treats on certain days of the year such as Christmas, Valentine's Day, etc. We felt a good spirit prevailed all around.

The spirit of everyone has been excellent. We've had no bus problems. I feel that the children of both races are gaining insight that we adults were not privileged to attain.

From the Gardenville School, Clyde C. Miller, Principal

The day the transported children entered our school, they found all material aspects of the program ready for them. Each room had ample desks, materials, books, supplies, etc., in the room ready for distribution. Plans were thoroughly made so that transported children were not exposed to unnecessary confusion and dismay the first day. These children entered the building, were directed to their rooms, and within an hour were working under the guidance of friendly, understanding teachers. There was no demonstration or incident when these children arrived. Through the thorough preparation provided by teachers, the children were immediately familiarized with the building, the routines, and personnel. Persons such as the custodian, matron, clerk, etc., were introduced to the children almost immediately.

The resident pupils received guidance from their teachers about the situation. This was done during the first days of school since there had been no knowledge during the prior school year. The professional competence of the teachers in building an understanding and tolerance of transported students made it possible to have no negative incidents among pupils.

The community was prepared for transportation by providing an enlightenment as to facts and reasons necessitating this situation. Contacts were made with parent organization presidents. A meeting of parents was called and community leaders, store owners, etc. were invited. The facts were presented to these people. Their response was often quite different upon learning of these facts. One shopkeeper, quite hostile at the beginning of the meeting, even donated a linoleum rug to the school later in the evening.

As principal of the receiving school, I attended a meeting of the Dozier PTA early in the year at their invitation. At this meeting, these parents were informed about the school program for their children.

In the ensuing three years there has been a continuous program of educating all parents about transportation. Transported parents are invited to all school and parent functions, belong to the parent organization, participate in special affairs, and annually visit the school for an entire day to observe the total program.

Recesses are scheduled by floors. Since there are transported rooms on each floor, both recesses are integrated. The play space is allocated according to age and grade groups; example, seventh and eighth grades in one area, fifth and sixth in another section, third and fourth in another, ungraded primary in another. This insures the sharing of play space by transported and resident rooms.

Transported children begin to eat at twenty minutes until noon. It takes approximately from ten to fifteen minutes to serve them. The first children begin leaving the lunchroom for the yard at about 11:55 A.M. Many transported children are still in the lunchroom at 12:10 or 12:15 P.M. depending on menu or weather. Resident pupils begin lunch at noon. During the period between noon and 12:15 P.M. the two groups are eating together. The lunchroom worker staff is made up of resident and transported pupils working together.

All notices sent through the school office go to each child in the school. This applies to parent organization notices.

Transported parents are notified each month of meetings and are invited to come. A number of transported parents have joined the Gardenville Patron-Parent-Teacher Association. Attendance of transported parents has been very poor. They are invited to all affairs such as the fall festival, chicken dinner, etc. A small number have attended. They have been welcomed and made to feel at ease.

The Gardenville PPTA treats students at Halloween, Christmas, and Valentine's Day. Transported students are treated as any other student at these occasions. Room mothers from the local parents serve the transported rooms. Transported rooms use all materials that are purchased by the parents, such as the SRA reading laboratory.

All aud sessions are scheduled by floors and, thus, are integrated. Activities such as school science fair, art bazaar, etc., are open to all children who wish to participate. Programs in which the children display skills at parent meetings, are represented by both transported and local rooms.

Transported rooms are included in all activities sponsored by the school that are outside the classroom. These children have an opportunity to participate in the instrumental music program to the extent that they are interested and instruments are available.

Transported children participate on our basketball, track, tumbling, soccer, and volleyball teams. They remain after school and are transported home by the physical education teacher, with heavy responsibility because of liability, insurance, etc.

Once a year the executive board of the Dozier PTA is invited to spend the day visiting. They ride the bus, visit the classroom, see recess and noon hours in action, and have a discussion with the principal concerning the entire program.

From the Mark Twain School, Lucien R. Gallais, Principal

When our transported pupils entered school in September they and all students were personally welcomed by the principal. The one teacher of transported pupils who had been at the school previously explained to the pupils how our school operated and showed them about the building explaining the various facilities.

Both morning and afternoon recesses are integrated.

Due to the large number of pupils eating in the school lunchroom there are two lunch periods, but the first lunch period at which the two rooms of transported pupils eat is integrated.

All classrooms are included in any school wide projects which we may have. We have had several musical programs this year which were very well received. Also, we are very fortunate to have an auditorium that can hold our entire student body. Whenever an aud session is held all classrooms are invited.

Pupils from the transported rooms have been members of our school tumbling teams and other sports where fourth and fifth graders are able to qualify.

Physical Education Classes where numerically possible have been integrated. We have attempted to do this on a grade level basis so that children of the same grade are in the same physical education classes.

Our parent group, when they gave treats at Halloween and Christmas, included all children. There was no distinction made between transported and non-transported rooms.

We have on file and available for inspection similar reports from the principals of Busch, Long, Gratiot, Woodward, Wilkinson, Dewey, Mason, Humboldt, Peabody, Mallinckrodt, Walbridge, Lowell, Baden, Herzog, and Walnut Park. All reports show clearly that great care and attention have been devoted to this problem. We are daily transporting some 4800 pupils under difficult conditions and it is only because of the alertness, solicitude, and fair dealing which the principals have exercised that we have had relatively few complaints from the parents and pupils involved.

14. Many injustices were practiced upon the children bussed into strange neighborhoods which received the attention of the special committee of the School System set up to study 'bus transportation for relief of overcrowded schools.'
15. While excellent recommendations were made, many of them are not being carried out.

REPLY NO. 14, NO. 15

Before proceeding to list its recommendations, the committee made certain statements in regard to the viewpoints from which it submitted them, which are quoted here in part:

"1. The committee is in agreement with the practically unanimously expressed opinions of parents, teachers, principals, directors, interested citizens, and educational authorities in cities above 300,000 population throughout the country that elementary schools should be neighborhood institutions" - in the sense that there should be sufficient schools in every neighborhood to provide adequate school facilities for the children of that neighborhood.

"2. The committee is also in accord with the equally unanimously expressed viewpoint of local parents and educators that bus transportation as a temporary emergency measure is unquestionably preferable to oversized classes and, above all, to 'double-sessions.'"

"3. The committee realizes that during the interval in which efforts are being made to utilize the proceeds of the bonds authorized on March 6, 1962, to relieve overcrowdedness, bus transportation will have to continue, with overcrowdedness in certain sections of the city probably becoming worse before becoming better. The committee is of the opinion that no matter how brief this interval may be, no effort should be spared to see that all children transported by bus have--under intelligent guidance--not only the most effective possible instruction in basic skill subjects but also the most genuinely significant experiences in democratic intergroup relationships, whether the groups involved are of the same or different ethnic backgrounds."

"4. The committee is in agreement with the viewpoint repeatedly expressed to it by white and Negro citizens as well as by specialists in human relations and officials of organizations established to promote wholesome intergroup relations that enforced segregation is psychologically injurious and that it is most injurious when the groups separated are on the same premises."...

"5. The committee is, finally, in unanimous agreement with the nationwide trend in the cities it has contacted thus far, towards classifying transported pupils--to the fullest possible extent--into classes with local pupils, especially if transportation of these pupils is of more than a year's duration."

Approaching the problem from such an angle, the committee presented for consideration 12 recommendations which, in its judgment, embodied the guiding operational principles expressed in the foregoing statements of viewpoint. These recommendations fall in general under the headings of (1) administrative framework (including organization of the school day), (2) establishment of democratic intergroup relations, and (3) organization for instructional purposes.

Following are brief statements of the recommendations, together with notations on progress being made relative to their implementation:

Recommendation 1: Organization of the School Day. Principals should take all possible measures to see that the school day for all pupils in regular elementary schools receiving transported pupils conforms with that outlined for regular elementary school pupils in the regulations of the Instruction Department. The school day for pupils transported to high school buildings should be modified from the viewpoints of lunch period, recess, and dismissal time to dovetail with the high school schedule.

Progress in Implementation: According to reports of assistant superintendents and principals in charge of schools involved in bussing and from inspection of Public Service Bus Schedules, every child now being transported has a full six-hour school day. Assistant superintendents also report that they are in constant communication with their principals and the Public Service Company in efforts to see that each child transported to a regular elementary school may, to the fullest possible extent, arrive at the receiving school by 8:30 a.m., enjoy a full six-hour school day, leave school as close to 3:30 p.m. as possible, and arrive in his home territory not later than 3:50 p.m. Principals and assistant superintendents report progress is being made in providing for each child transported to a regular elementary school the type of schedule as close to that of local pupils as possible - with local and transported pupils having their noon and recess periods at the same times and without separation of transportees and non-transportees in the lunchrooms. Recommendations relative to the school day for pupils being transported to high school buildings are being implemented.

Recommendation 2: Continuation and Intensification of Efforts to Create Inclusive Democratic School Climate: Making Every Child, Teacher, and Parent an Integral Part of the School. All possible measures should be taken to give every pupil, parent, and teacher of the school a sense of inclusion and belonging--a feeling of full-fledged citizenship and participation. To this end, there should be intensification of efforts to bring about fullest possible integration on the playground,* in schoolwide projects, in parent meetings, faculty meetings, and in all other aspects of school life.

*The committee is of the conviction that playgrounds should be so organized that transportees and non-transportees are encouraged to participate in common activities, rather than transportees playing only with transportees and non-transportees only with non-transportees. It believes, on this point, that every effort should be made to avoid even the semblance of segregation.

Progress in Implementation: Reports of principals and assistant superintendents on progress being made in implementation of the bus transportation recommendations contain numerous statements relative to successful efforts made to include transported pupils and their parents and teachers in the over-all life of the school. These involve their participation in activities with local parent groups, and local teachers, as well as with local pupils. Copies of letters and reports in regard to this item are on file in the central office. Many principals and teachers have expressed the conviction that while bus transportation involves a

multitude of difficulties and hardships, it does afford numerous opportunities for education in genuinely democratic intergroup relationships.

Special attention and study have been given to integration of playgrounds of schools which transportees attend. It is believed that some progress in this important aspect of the program has been made. Assistant superintendents state that they have requested all of the principals of their receiving schools to exercise care in organizing their school playgrounds in such a way as to avoid even the semblance of segregation. Whenever a complaint of compulsory separation on the playground is made, it is immediately investigated, and measures taken to correct any undesirable situation that may exist. As of January 16, 1963, the committee which studied bus transportation problems last year, investigated several such complaints and submitted to the superintendent a report strongly emphasizing the importance of formulation of playground assignment policies in such a way that they would not result in de facto segregation on the playground. This the committee regarded as extremely important, since allotment of playground space by rooms may at times result in compulsory separation of transportees and non-transportees.

Recommendation 3: Number of Pupils Transported. Plans should be formulated so that, to the degree it is possible, the number of transported pupils of a given grade enrolled in a receiving school is not excessive in terms of the number of local pupils enrolled in the same grade of that school. Schools receiving transported pupils should have reduced pupil-teacher ratios in order to make possible closer attention to individual instruction and to human relations.

Progress in Implementation: a. In cases of transportation for relief of overcrowdedness, the number of transported pupils of a given grade in most instances considerably exceeds the number of local pupils of the same grade. For example, two rooms of fifth grade pupils - with an enrollment of 70 children - may be transported to a school in which there are only 15 or 20 local fifth grade pupils. Such a situation is made necessary because the receiving schools are relatively small. Considerable progress has been made in distributing transported pupils among more schools than formerly.

b. Transported pupils are in general enrolled in classes of 35 or less. The basic purpose of transportation is to prevent overcrowded classes.

Recommendation 4: Assignment of Less Mature Pupils to Regular Elementary Schools Rather Than to High School Buildings. Where space for transported pupils is available in high school buildings, it should to the fullest possible extent be utilized for transportation of seventh and eighth grade pupils only. Middle grade pupils should be transported to regular elementary schools. No pupil below sixth grade should be transported to a high school building.

Progress in Implementation: This recommendation is being carefully implemented, thus avoiding problems which frequently result from placing extremely immature children in a high school environment.

Recommendation 5: Giving Transported Mentally Retarded Children Priority of Assignment to Special Classes. Mentally retarded pupils who have been tested and found eligible for special classes should be given highest priority for assignment to such classes rather than being assigned or retained as transportees. This would not only improve the educational situation for them but would also relieve the teacher of the responsibility of caring for a mental deviate in a situation in which he could not function satisfactorily.

Progress in Implementation: Considerable progress is being made in this respect. The director of special education reports assignment to special classes for the mentally retarded this year of a number of transportees or children who would have had to be transported. He plans provision in the west end area of further facilities for such children with the opening of the fall semester.

Recommendation 6: Provision for Pupils to Remain an Educationally Reasonable Length of Time at the Same School. An effort should be made, other things being equal, to keep a pupil at the same school throughout the period he is being transported rather than transporting him to one school one year and another school the next. This gives the principal and teacher better opportunity to work with him and also reduces the number of schools with which individual parents must deal. It is also recommended that, since some vacated elementary school buildings (such as Dessalines, Waring, and Wheatley) are being utilized for housing transported pupils, the general policy be to assign as many as possible transportees from a single sending school (e.g. Dozier or Hempstead) to such a building, thus creating, other things being equal, a more desirable educational situation than if pupils from one sending school were scattered in four or five buildings throughout the city.

Progress in Implementation: Since overcrowded situations require that large numbers of pupils must now be transported over a period of several years, assistant superintendents state they are giving attention to assignment of pupils to the same school for the three intermediate grades. Most of the seventh and eighth grade transportees are being sent to secondary school buildings.

Recommendation 7: Teacher Assignment to Schools Receiving Transportees. Since assignment to schools receiving transportees are among the more difficult in the city, special effort should be made to provide in each such situation a proper proportion of experienced teachers particularly interested and qualified for this type of assignment. Preference should be given to teachers who have had successful teaching or workshop experience in the field of human relations. The personnel division should be requested to be especially alert in their recruitment program to find teachers well qualified for this type of assignment.

Progress in Implementation: Assistant superintendents state that slow progress is being made in providing for each school receiving transportees a sufficient proportion of experienced teachers who are particularly interested and especially qualified by training and experience for this type of service. The personnel division states that it is constantly seeking through its recruitment program to locate such individuals. Most of the teachers working in the transportation program are relatively inexperienced. It should be said, however, that one would be hard put to find anywhere a more energetic, industrious and dedicated group than they. It should be further said that their success, under the supervision of the principals and consultants of the receiving schools, in improving the academic achievement of their pupils as indicated by test scores has been considerable.

Recommendation 8: Supervision of Children in Transit. Children waiting for buses, boarding buses, riding buses, and leaving buses should be under teacher supervision at all times. Teachers appointed for such supervision should report for duty in sufficient time to supervise pupils waiting for buses and should remain on duty a sufficient length of time to see that pupils are properly dismissed and well on their ways home. Arrangements should be made, if possible, to secure for each bus load of children the same size bus each day. There should be a seat for every child and teacher riding a bus.

Progress in Implementation: Pupils waiting for buses, boarding buses, riding buses, and leaving buses are at all times under the supervision of teachers, who receive additional compensation for performance of this service. This supervision is reported as being effective.

Recommendation 9: Organization for Instructional Purposes. The practice already being followed in certain schools, such as the Rock Spring, of attempting to attain maximum instructional efficiency and democratic human relations through judicious assignment of local and transported pupils to the fullest extent possible to the same classes for instruction in basic skill subjects, content subjects, remedial reading, art, music, and physical education should be continued and expanded in those schools and spread to others. Implementation of the recommendation concerning organization of the school day, which would place transportees and local pupils on the same time schedules, should facilitate such expansion and spread.

Progress in Implementation: Transportees and non-transportees are in extremely few instances assigned to the same classes for instruction in basic skill and content subjects. Assistant superintendents and principals report that they are in certain instances instructed in the same classes in other areas - especially music and physical education. Several schools report transportees remaining after school to participate in co-curricular activities. In such instances, local teachers have driven them home in their own cars, as the bus departs earlier.

Recommendation 10: Provision for In-Service Training in Human Relations. In-service training for the specific purpose of continuously helping principals and teachers to devise and implement the best ways and means of simultaneously attaining the two basic objectives of instructional efficiency and democratic human relations in their particular schools should be made available to principals and teachers of all schools receiving transported pupils. (The committee is also of the opinion that consideration should be given to including some in-service training in human relations as part of the orientation program for teachers new to the system and to making available afternoon courses or workshops in human relations and the service of a human relations consultant to teachers and principals throughout the system.)

Progress in Implementation: Assistant superintendents report considerable attention being given to planning for democratic intergroup relations in their meetings with principals of schools involved in transportation. Principals also report that they have laid considerable stress in faculty meetings on topics in this field. Citywide programs, such as the observance of the centennial of the signing of the Emancipation Proclamation, have also been approached from the angle

of education for democratic human relations. A part-time consultant in human relations, whose services are available to all schools, has worked with groups of student leaders and administrative personnel. As of this time, courses in human relations education are available at a local university but not at the local teachers college.

Recommendation 11: Pilot Programs. In the light of continuously changing conditions, there should be constant and well planned and safeguarded experimentation with various phases of the problem of bus transportation for relief of overcrowdedness. The committee in its nation-wide survey of practices and procedures relating to desegregation and integration in public education is finding several approaches to the problem on the part of major cities--the trend being towards integration of pupils of sending and receiving schools, particularly if the situation is longer than one year's duration. The committee is recommending that, at the earliest possible date (September, 1962, is recommended), at least one pilot project be undertaken in schools transporting pupils for relief of overcrowdedness in transportation of such pupils by city blocks. In one or two city blocks containing fifty pupils fourth grade and above, for example, consideration might be given to transporting all fifty of these pupils to one school. This project, properly organized, would create greatly improved possibilities for pupil integration, since, on the average, approximately 12 pupils per grade would be classified into the rooms of the receiving school. It would also involve parents in not more than two schools and decrease traffic hazards.

Progress in Implementation: The purpose of the recommended pilot program was to experiment, at the earliest possible date, with an administrative approach which would tend to result in more integrated situations. It has not, up to the present time, been undertaken. The administration has not done so to date because of the problems involved in transporting primary grade children long distances from home, because of the difficulties of bus supervision of pupils of widely varied ages, and because of the assignment of upper grade pupils to high school facilities.

Recommendation 12: Compilation of Written Policies and Regulations Governing Bus Transportation for Overcrowdedness. Written policies and regulations governing operation of the program of bus transportation should be issued to principals and teachers. Among items suggested for specification or clarification in such regulations are time for teachers to report to supervisory bus duty, responsibilities of sending and receiving principals, lunchroom and recess policies, organization of school day, and organization for instructional purposes. Such regulations, if issued in loose-leaf form and filed with circulars from the Superintendent's office, could be easily kept up to date as revisions in the program are made.

Progress in Implementation: Assistant superintendents state that in their meetings with principals concerned they have transmitted, in both oral and written forms, policies and regulations pertaining to transportation. Certain instructions and materials pertaining to this subject have also been distributed from time to time from the central office. Up to this date, the policies and regulations have not been consolidated into a handbook for administrators and principals working with problems of transportation.

16. Segregated classrooms and PTA meetings and separated families (with brothers and sisters assigned to many different schools) are still reaping irreparable harm among Negro children.

REPLY No. 16

Test data reported in various other replies show conclusively that there is no evidence of "irreparable harm" being done to transported pupils. Separation of brothers and sisters in several schools is patently beyond the control of the school administration and, while uncomfortable and unfortunate, is not, per se, productive of "irreparable harm". Certainly the temporary separation of children of the same family in different schools is preferable to double-sessioning, and the purpose of the bond issue repeatedly sought by the Board of Education has been to terminate bus transportation by providing local schools which all children of a family can attend.

There are no segregated PTA meetings. Every receiving school principal sends notices and invitations to meetings and programs to all sending school parents.

17. In one instance, the class for white children, kept separate from the bussed Negro children, is so small as to almost amount to private tutoring--at the taxpayer's expense.

REPLY NO. 17

We have no information as to which class is referred to here, but we have examined all the room-grade sheets of receiving schools in order to find the smallest class in the city. There are no classes of "tutorial" size.

We find one room in one school which has, during the course of the year, declined to 19 pupils because of movement of families to the County. The next room in the same school has 40 local pupils, and the disparity is being borne by agreement among the teachers. The teacher of the next lower room has already had these pupils for a year and a half. This room is scheduled to be closed in June and the pupils divided when the school is reorganized in September. The district average is 34.7 pupils per teacher.

We find another room of 21 pupils in a very small school which has only two rooms of primary pupils. Because the district contains so few pupils, the 5th through 8th grade pupils attend neighboring schools, too far away for the primary pupils. The entire primary group here is housed in two rooms.

18. A glance at the boundaries of Soldan High School indicates that almost half of the district includes blocks with all white residency. Yet the percentage of white students at Soldan appears to be less than 2%.

REPLY NO. 18

See Reply No. 2

19. The last two years of graduating classes from the Hamilton School are reported to be all white children. But the entering classes for Soldan, the district high school for Hamilton, appear to be all Negro children.

REPLY NO. 19

During the past two years, 144 pupils have been promoted to high school from the

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Hamilton School. Of this number, 121 have been white and 23 Negro. Eighteen of these graduates have entered Soldan, 2 Central, 1 Southwest, 70 O'Fallon, 1 Terminal Education, 16 Roosevelt, and 36 went to county and parochial schools. The two who entered Central moved into that district. The Southwest entry was a recommendation of the Welfare Division psychologist. The O'Fallon entrants elected vocational rather than general high school training. One of the Roosevelt entrants moved into that district and the other 15 applied for German, which is offered at Cleveland, Southwest, and Roosevelt. Because Cleveland and Southwest are at capacity, out-district applicants for German have been assigned to Roosevelt.

	SOLDAN	CENTRAL	S'WEST	O'FALLON	BEAUMONT	ROOSEVELT	COUNTY + PAROCHIAL
Jan. 1961 18 pupils 17 White 1 Negro	1			14	1 T.E.	1	1
June 1961 56 pupils 50 White 6 Negro	7		1	25		3	20
Jan. 1962 24 pupils 18 White 6 Negro	4	1		17		1	1
June 1962 46 pupils 36 White 10 Negro	6	1		14		11	14
TOTAL	18	2	1	70	1 T.E.	16	36

20. The location of new schools and their districts demonstrate no attempt to achieve any balance of interracial enrollments.

REPLY NO. 20

There are eight large new elementary schools in the 1962 Bond Issue. One is a replacement. One is for a future public housing area. In selecting locations for the six others, no thought was given toward any other factors except (1) those of the need for a school where a density of population occurred; (2) where, in the event of a declining population in years to come, these schools could replace reasonably adjacent schools, all of which have been included in prior bond issue submissions for replacement; and (3) the need for the discontinuance of transporting pupils from the neighborhoods in which they live, with the following figures being cited.

At this moment we are transporting in excess of 4,000 youngsters from the areas in which schools 1, 2, 3, 4, 5, and 6 are to be located. We are transporting, at present, 864 from the Dozier, 315 from the Arlington, 485 from the Emerson, 110 from the Farragut, 175 from the Gundlach, 1,327 from the Hempstead, 834 from the Laclede, and 175 from the Riddick.

The proposed (#1) school at Hamilton, Bartmer and Horton Place has been so located in order to take care of a heavy school population in this area. At present 864 pupils are being transported from Dozier School with an additional 154 pupils to be

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transported in the school year 1963-64. Further, this new school is so located that in the event of a declining school population the Dozier School could be replaced as recommended in a previous bond issue. The Dozier School was constructed in 1887.

School #2 proposed at Clara, Ridge, Minerva and Temple Place is so located because it will fill a need for a school to eliminate long travel distances by children who are in the Dozier, Hempstead, Emerson and Arlington districts.

School #3 proposed at Belt, Wabada and Burd is located in an area of heavy school population. At present 315 pupils are being transported from Arlington School with an additional 140 pupils to be transported in the school year 1963-64. This new school is located so that in case of a declining school population the Arlington School could be replaced as recommended in a previous bond issue. The Arlington School was built in 1899.

The proposed school (#4) at Vernon, Arcade and Maple was so located for the same factors as noted for School #1. This would permit us, in the event of a lessening of population density, to provide two schools (with the elimination of the Dozier) reasonably far enough apart to provide two elementary school districts for a minimum of travel for children in this area.

School #5 proposed at Whittier, Finney and Fairfax will be located in a heavily school populated area and could ultimately replace the Riddick which, again, was one of the schools considered for replacement in earlier bond issue projects. One hundred seventy-five pupils are now being transported from the Riddick School. The Riddick School was constructed in 1870.

The location of School #6 at St. Ferdinand, Cottage and Warne was chosen because of the density of school population, the distances between the Farragut and the Riddick, and to eliminate the hazards of crossing heavily traveled traffic arteries.

During the period of time prior to the submission of the proposed 1962 bond issue to the Board of Education and the Citizens Bond Issue Advisory Committee, a number of meetings were held, as far back as 1960, with representatives of the St. Louis Housing Authority, the City Plan Commission, the Governmental Research Institute and representatives of the Elementary Division of the Board of Education to establish sites for the schools which have been enumerated above. It was with the full concurrence of the representatives of all of these agencies that these schools were placed in the specific block in an area before being submitted to the Sites Committee of the Board of Education and ultimately to the Board and the Citizens Bond Issue Advisory Committee.

In each instance, sites were selected by a committee composed of representatives of the various departments of the Board of Education, that is, Building, Finance, Instruction, as well as representatives of the City Plan Commission and the Governmental Research Institute. Where schools were to be constructed with relationship to housing projects, representatives of the St. Louis Housing Authority were asked to inspect sites with the foregoing committee. In every instance, many trips were made to an area in order to assure us that the most logical site with reference to the factors enumerated before were taken into consideration. At no time, was any mention ever made toward attempting to build schools in order to "re-segregate" school districts or to achieve any balance of inter-racial enrollments. The primary object was to provide school facilities for public school children where needed regardless of race, color or creed.

All of the foregoing is in agreement with the recommendations of the Committee for the Study of Bus Transportation for Relief of Overcrowdedness in the St. Louis Public Schools, with the following being the recommendation with respect to the location of elementary schools:

"The committee is in agreement with the practically unanimously expressed opinions of parents, teachers, principals, directors, interested citizens, and educational authorities in cities above 300,000 population throughout the country that the elementary school should be a neighborhood institution and that everything possible should be done to provide every child adequate school facilities within walking distance of his home." This recommendation was contained in a report to the Superintendent of Schools in May of 1962.

At its meeting of June 22, 1954, the St. Louis Board of Education adopted and announced a program for desegregation of the schools under its control. This plan stipulated that new elementary school district boundary lines were to be drawn on a non-segregated basis and published by February 1, 1955. These boundary lines, it prescribed under the heading of general principles governing the integration process for students, were to be drawn to provide the best use of the facilities of a given school by students living in the area of that school. Students, under the plan, were required to attend schools according to these boundaries with the exceptions that, in accordance with the established regulations of the system: (a) the proper school authorities might transfer students from one district to another to relieve overcrowding, and (b) students already enrolled in a school but not resident in its new district might, but were not required to, continue at that school until they graduated, provided the school was not overcrowded.

How new schools could conceivably be located to achieve a balance of interracial enrollments in St. Louis is difficult to see. The dense band of Negro population through the center of the city from the river to the city limits precludes any possibility of locating a school to achieve the purpose suggested. We already have schools in the southern and northern peripheral areas of the Negro population band. They have the vacant rooms to which we are now transporting children. Selecting sites in these or other areas would obviously result in erecting new buildings in areas where we now have underpopulated school buildings.

21. And what conceivable excuse justifies the obvious assignment of teachers on the basis of race?

REPLY NO. 21

The assignment of teachers to schools with respect to racial identity is an extremely complex and difficult problem. The Negro school population is now densely concentrated in a broad band through the central area of the city, from the river to the city limits. In the 1962 racial count, there were 49,154 whites and 60,109 Negro students, 2,245 white and 1,796 Negro professional (i.e., certificated) employees in the St. Louis Public Schools. There were, in the 1962 count, 27 elementary schools with no Negro pupils and 34 elementary schools and two high schools with no white pupils. Although there were 74 elementary schools and 10 high schools with both Negro and white pupils, there are only 10 elementary and four high schools which have any substantial Negro-white enrollment living in the local district.

There are 50 elementary school and two high school faculties which are entirely white, and 47 elementary school and one high school faculty which are entirely Negro (i.e., 38 elementary and 9 high school faculties which are Negro-white).

Residence locations of Negro and white teachers reflect the residence patterns of the pupils and there has always been a tendency for the teachers to request work assignments as close to home as possible. It has long been customary for teachers to file requests for transfers annually and for the administration to make serious effort to honor requests whenever possible. Seniority has always been regarded as an important criterion in making transfers. As the great majority of white teachers live in south and southwest St. Louis and in the County, they have, sooner or later, gravitated to the outlying all-white schools and, generally, have long service there. The Long district, for example, rarely has permanent openings and infrequently has substitute teachers assigned for any length of time to the district. A similar situation now prevails in the Banneker district.

It should be clearly understood that these teacher prerogatives have long been exercised and respected and that the arbitrary and large scale reassignment of tenure teachers with a view to securing racial balance in school faculties throughout the city would create considerable concern and disturbance among our teachers.

With regard to this problem, Davis observes (p. 288): "But the first step of inducing a substantial number of white teachers to work willingly in densely Negro districts will be a hard one, even for St. Louis. A clear trend in the racial distribution of teachers since 1954 will have to be reversed. Salary raises as a lure to attract white teachers into more demanding and frequently overcrowded Negro schools would almost surely encounter opposition from the National Education Association and American Teachers Association, to say nothing of the teachers' unions."

Negro teachers have not requested transfers to all-white schools. White teachers have rarely requested transfers to all-Negro schools; whenever they have been made, they have been granted. Transfer requests to mixed Negro-white schools have been granted whenever possible.

All new teachers are assigned to schools where we have openings. A considerable number of white teaching candidates have declined to accept assignments in all-Negro, in predominantly Negro schools, and in schools located in underprivileged neighborhoods.

When we have assigned Negro teachers to predominantly white schools, we have tried to secure the services of experienced and highly competent teachers in order to protect them from criticism and prejudice. Principals of all-Negro schools from which the teachers come frequently protest these transfers.

The Soldan High School had 30 white and 50 Negro teachers, a white principal and two Negro assistant principals in 1962. In the west end elementary schools there were 121 white and 196 Negro teachers. These figures do not substantiate the allegation.

22. Special programs, such as are conducted in the Banneker District, are necessary to fill the specific needs of these children and their families.

REPLY NO. 22

On many occasions, statements have been made relative to a need for an improvement in the instructional program of schools that are located in the west end section of St. Louis, Missouri. It has been suggested that this improvement program should be similar to the program that is being conducted in the Banneker District. It has been stated that by so doing, the academic achievement level of the pupils enrolled in the schools in the west end section of the city might be raised. The record clearly indicates that such statements are entirely fallacious.

There has been in continuous operation for many years a program designed to improve the instruction of pupils in this area. An outcome of this program has been the raising of the academic achievement level of these pupils. A review of the statistics, as compiled by Mr. Clement A. Powers, Director of Test Service Division of the St. Louis Board of Education, is presented below in tabular form. The results presented in this table, which cover a period from 1957 to 1962, clearly portray the achievement results for all of the school districts in the St. Louis Public School System.

It is apparent from this table that the results obtained from our efforts to improve the instructional program in the Turner Branch District have been substantial. As a matter of fact, the gains made in pupil achievement in the Turner Branch District have been superior to the gains made in any other district. As an illustration, the percentage of pupils assigned to the Track I program in the high schools from the Turner Branch District during the first term of the 1957-58 school year was 6.2. During the second term of the 1961-62 school year, the percentage of pupils from the Turner Branch District assigned to the Track I program in the high schools was 22.4. The percentage of pupils from the Turner Branch District assigned to the Track I program in the high schools increased 16.2 percentage points or from 6.2 per cent to 22.4 per cent. This increase is higher than that of any other school district.

Percentages of Pupils Eligible to Enter High Schools in Various Classifications at
the End of Ten Consecutive Terms

Group	<u>Terms</u>									
	<u>1st</u> <u>57-58</u>	<u>2nd</u> <u>57-58</u>	<u>1st</u> <u>58-59</u>	<u>2nd</u> <u>58-59</u>	<u>1st</u> <u>59-60</u>	<u>2nd</u> <u>59-60</u>	<u>1st</u> <u>60-61</u>	<u>2nd</u> <u>60-61</u>	<u>1st</u> <u>61-62</u>	<u>2nd</u> <u>61-62</u>
<u>TRACK I</u>										
Ashland	16.8	18.9	16.1	19.2	29.6	26.3	21.4	28.6	22.8	23.2
Banneker	7.0	7.1	12.8	14.7	16.0	15.4	20.7	22.0	16.8	16.6
Long	25.8	27.5	34.1	44.6	38.7	41.5	41.4	49.3	40.3	37.9
So. Grand	10.0	16.5	14.2	19.7	24.8	18.6	19.8	26.4	21.0	22.8
Turner	6.2	7.7	7.7	13.4	13.5	19.9	16.2	19.5	20.0	22.4
TOTAL	13.5	16.2	16.8	23.4	24.3	25.9	24.6	31.1	24.7	25.2

<u>TRACK II</u>										
Ashland	55.8	60.2	63.9	61.6	54.5	59.7	60.4	57.7	62.4	56.2
Banneker	45.9	44.3	43.0	57.3	50.5	58.6	52.4	55.0	54.9	53.2
Long	62.3	63.4	54.4	50.1	55.1	53.2	52.5	46.7	53.6	53.7
So. Grand	62.3	61.7	54.0	61.0	59.2	65.2	58.6	58.2	55.0	52.4
Turner	39.7	47.3	47.4	52.7	53.9	49.4	55.0	56.7	57.7	54.4
TOTAL	53.5	56.4	52.7	56.4	54.6	57.0	55.9	54.4	56.6	54.0

<u>TRACK III</u>										
Ashland	27.4	20.9	20.0	19.2	10.8	11.2	9.6	7.6	10.1	16.6
Banneker	47.1	48.5	44.2	28.0	24.3	19.4	21.3	10.8	16.0	19.7
Long	11.9	9.2	11.5	5.3	4.7	3.9	4.1	3.3	5.0	7.6
So. Grand	27.7	21.8	31.8	19.2	8.9	13.0	13.9	9.6	19.6	20.8
Turner	54.1	45.0	44.9	33.9	26.1	27.3	23.6	17.5	15.5	18.3
TOTAL	32.9	27.3	30.4	20.2	15.1	14.1	13.7	9.2	13.1	16.3

TERMINAL EDUCATION From Grade 8-H

Ashland	5.1	2.7	8.7	6.2	4.6	3.9
Banneker	9.2	6.6	5.5	12.2	12.3	10.4
Long	1.6	1.4	2.0	.8	1.2	.8
So. Grand	7.2	3.2	7.7	5.9	4.5	4.1
Turner	6.4	3.4	5.0	6.3	6.8	4.9
TOTAL	5.8	3.0	5.7	5.3	5.7	4.5

Also, the above table shows that there was a marked decrease in the percentage of pupils assigned to Track III from the Turner Branch District. This is true of all Districts; however, the decrease is the greatest in the Turner Branch District. The facts clearly indicate that surely there must be in operation in the Turner Branch District an improvement program in all instructional areas.

Last May an analysis was made of the achievement of pupils who were classified as level E-2 in the primary branch schools of the Turner Branch District. Pupils who complete all of the criteria of level E-2 are promoted to the fourth grade. By comparing the test results of the primary pupils with the national norm, we were able to determine the success or failure of our improvement program at the primary level. The effectiveness of our instructional program at this level was evidenced by the test results which were obtained during the sixteenth week of the school year. The Iowa Test of Basic Skills in Reading was administered to all level E-2 pupils. Inasmuch as the test was administered during the sixteenth week of the second semester, the national norm would be 3.8. The following table gives the results obtained in each of the seven primary schools. It is interesting to note that the test results indicate that the median score for the primary schools was 4.3 or one-half year above the national norm.

TURNER BRANCH DISTRICT
June, 1962
RESULTS OF I.B.S. READING TEST ADMINISTERED TO E-2 PUPILS IN BRANCH SCHOOLS

SCHOOL	MEDIAN SCORE		
	Vocabulary	Comprehension	Average
Clark Branch	4.4	4.1	4.2
Cole Branch	4.8	4.3	4.6
Farragut Branch	4.4	4.6	4.5
Field Branch	4.2	4.2	4.2
Riddick Branch	4.3	4.0	4.2
Simmons Branch	4.4	4.6	4.6
Wells	4.2	3.8	4.0
TURNER BRANCH DISTRICT	4.4	4.2	4.3

The above data clearly illustrate that there must be a very satisfactory program in operation for the improvement of instruction in the Turner Branch District.

23. The development of a Track 1-A program at Soldan could help maintain a racial balance as well as lift the sights of Negro pupils.

REPLY NO. 23

The Track 1-A program is conducted in three high schools, Cleveland, Southwest, and Beaumont because these schools are best located with respect to the travel distances of the students. It would be unrealistic to relocate either of the south side centers. A proposal was made in 1961 to move the Southwest center to Roosevelt because of the overcrowding at Southwest, but encountered resistance to the extent that the students indicated that they would rather drop out of the program than to change schools. Most of the Cleveland students live in the extremely southern part of the city.

Reply No. 23

The Beaumont program has a somewhat precarious status. There are only 133 students in the program, and it should have a minimum of 200 for efficient operation. As many Beaumont Track 1-A students come from districts like Ames, Blair, Bryan Hill, Clay, Eliot, Farragut, Harrison, Irving, Jackson, and Lowell, relocation of the center from Beaumont to Soldan would probably doom it to extinction.

24. A gifted program at Clark could likewise achieve a balanced racial enrollment at this institution.

REPLY NO. 24

The seven elementary school gifted centers are located throughout the city in an effort to reduce the travel problem. The centers are at Buder (145 pupils), Dewey (99), Fanning (89), Nottingham (126), Scruggs (78), Wade (88), and Walnut Park (200), making a city-wide total of 825.

As the Walnut Park center receives pupils from as far away as Ames, Blair, Blewett, and Jackson, with the largest numbers coming from Baden, Herzog, Mark Twain, Walnut Park, and Ashland, and as the Walnut Park is locally underpopulated, it appears unreasonable to move the North St. Louis center from the Walnut Park School to the Clark School. The travel distances for the pupils would undoubtedly decimate the gifted class enrollment.

About fifty per cent of the Dewey center's 99 pupils live south of Forest Park, with 37 pupils from the Dewey and Roe districts. The other half, of which 17 are Negroes, live north of Forest Park, and would find the Clark School more convenient. However, the Dewey School has adequate space to house the center, whereas the Clark School is so badly overcrowded that we already have three transportables on the school grounds and will have to transport 262 pupils from Clark next September unless other relief is afforded.

Moving the center to Clark would place us in the curious position of transporting 4 more rooms of local Clark pupils great distances in order to permit about 48 white pupils to travel considerable distances on their own in order to get to Clark.

25. ---balance of racial enrollments would depend on the efforts to encourage children to attend the school in their district---
26. ---assurance that a balanced enrollment would be maintained---
27. ---redistricting for this purpose when and where necessary---
28. ---and programs to parents and children alike the prestige and importance of good integrated schools.

REPLY NO. 25, NO. 26, NO. 27, NO. 28

Balance of racial enrollments obviously does not depend upon efforts to encourage children to attend the school in their district. Reply No. 1 conclusively shows that racial balance cannot possibly be achieved in the West End schools, even if pupils did not attend private and parochial schools, did not elect vocational school training, did not elect courses which have not been offered at Soldan. Review of the transfers made over the nine-year period by the Assistant Super-

Reply No. 25, No. 26, No. 27, No. 28

intendents as reported in Reply No. 2 indicates that effort has consistently been made by the administrators to have pupils attend the school of the district in which they reside. The Assistant Superintendents have been importuned and harassed by parents requesting illegal transfers which have been rejected. Thus, under prevailing conditions, "assurance" cannot be given that a balanced enrollment will be maintained and "redistricting for this purpose" is geographically impossible. The testimony of the receiving school principals indicates that much effort has been made to promote the cause of integration.

29. Such leadership as was demonstrated almost nine years ago in the human relations programs for desegregation could well devise patterns to succeed in the integration of our schools.
32. The task of school integration can no longer be shirked by finger-pointing at housing discrimination.
33. Whenever, wherever and however children of different ethnic, racial, and economic backgrounds can be educated in one school building, that school's role as a living example of American democracy is greatly enhanced.

REPLY NO. 29, NO. 32, NO. 33

These three observations focus attention upon the broad policy outlines of the problem with which the school system is dealing and about which disagreement apparently exists.

The basic policy of the school system is that schools are to be provided by the Board of Education to serve a local school district population and that such population is to be dealt with impartially and justly with respect to race, ethnic characteristics, economic background, or religious conviction.

This policy was clearly established on June 22, 1954, when the St. Louis Board of Education unanimously resolved that:

1. The areas to be served by each elementary and each secondary school will be established by new boundaries. In drawing these boundaries, the purpose will be to provide the best use of the facilities of a given school by the students living in the area of that school.
2. These boundaries will provide each school with a district which it will serve. Students must attend school in the district in which they live, with the following exceptions:
 - a) The proper school authorities may transfer students from one district to another to relieve overcrowding.
 - b) Students already enrolled in a school, but not resident in its new district may, but are not required, to continue at that school until they graduate. This privilege will be granted, however, only if the particular school is not overcrowded.

The statements made by the West End Community Conference presumably imply variance with this basic policy of the St. Louis Board of Education. The general tenor of the West End Community Conference statements appears to advocate the position that the school administrators have an obligation to maintain in each school building some unspecified ratio of Negro and white students, a similar ratio of students of various ethnic backgrounds, and another ratio of students with dissimilar economic resources. If this is the position of the West End Community Conference, it would

Reply No. 29, No. 32, No. 33

appear necessary that such a position be defined in greater detail.

The "administrative leadership" which the West End Community Conference calls for is in reality a call to alter the current policy of the Board of Education. The "task" of integration is not being "shirked" by "finger-pointing at housing discrimination." The integration policy of the Board of Education is and has been implemented impartially, justly, and in that spirit of good will to all men which is implied in the Supreme Court decision of 1954.

There will be continual misunderstanding, animosity, and suspicion of the school administration unless this issue is clearly defined. The school administration is prepared to present the necessary and pertinent information which will be needed to consider any fundamental change in the Board's policy.

Appendix I is a copy of the Gary, Indiana, case decision which has relevance to the challenge of the neighborhood school policy.

30. Plans for building this stadium across the street from Soldan should be halted for the following reasons:

- a) City Plan Commission was not consulted as to the best geographic location of this stadium either before or after our meeting with the Bond Issue Supervisory Committee on November 8, when Rev. John Hicks---was out of town.
- b) The Chairman of the Mayor's Rehabilitation Coordinating Committee was not consulted with regard to the effect of the stadium on this crowded neighborhood, as promised by the Bond Issue Supervisory Committee.
- c) The Governmental Research Institute recommended that if unusual problems are anticipated---a study by technically qualified agencies would appear desirable.

REPLY NO. 30

The Public Schools Stadium Study Committee, on January 13, 1959, submitted its report to the Board of Education wherein it was recommended that the use of the Public School Stadium should be discontinued and that a system of decentralized athletic fields should be adopted. The fields included in this report were to be located at Roosevelt, O'Fallon, and Soldan High Schools. The basis for this recommendation was predicated on the successful operation, since 1957, of the Roosevelt Athletic Field for inter-school football games. The field at Roosevelt has had games scheduled on it involving all of the public high schools and with no problems peculiar to those at the stadium.

In a Governmental Research Institute Bulletin No. 98, March 9, 1960, delineating the various Bond Issue projects, under the heading of "smaller modernization projects," page 2, it is noted that "Among projects proposed for high schools are improvement of science laboratory facilities, replacement of obsolete business education furniture and shop equipment, NEW FACILITIES AT TWO ATHLETIC FIELDS...", etc. At no time, in meetings subsequent to this date, has the G.R.I. suggested to the Board of Education that the athletic field decentralization be deleted or changed from the original proposal.

A meeting was held in the Board of Education building on November 8, 1962, in response to a request from representatives of the West End Community Conference.

The plans for the Soldan field were reviewed in detail and all objections were heard and responded to. The Chairman of the Board committee, Mr. James McClellan, had tried for some two months to arrange such a meeting with the Conference representatives, but had been unable to do so earlier because the Conference members were not able to meet earlier. It was clearly and positively indicated at the November meeting that the Bond Issue proposals would be carried out, and it appeared to us that the matter had been amicably concluded.

The reference to "a study by technically qualified agencies," made in a letter dated July 5, 1962, by the Director of the G.R.I. to the Chairman of the West End Community Conference refers to "If unusual problems are anticipated, in contrast with the successful operation of the Roosevelt Field" - was fully discussed in the November 8, 1962, meeting. It was pointed out that no "unusual problems" were anticipated since games would be limited to single games (no double-headers), no night games, that parking was more adequate in the Soldan area, that traffic was no more of a problem - comparing Union and Delmar at Soldan to Grand and Gravois near Roosevelt.

Inasmuch as City Plan Commission representatives were consulted on all Bond Issue projects prior to their inclusion in the total program and were also members of the Citizens' Bond Issue Screening Committee which approved the projects in the Bond Issue, it was not felt that further corroboration of their approval was necessary.

In establishing the projects of the 1962 Bond Issue which was approved in March of 1962, the Board of Education sought the advice and counsel of various persons representing various public and civic agencies.

The President of the Board of Education appointed as members of the Bond Issue screening committee persons representing the Archdiocesan schools, St. Louis Council P.T.A., St. Louis Council on Human Relations, St. Louis League of Women Voters, AFL-CIO Labor Council, Urban League, Citizens Association for Public Schools, and the St. Louis Patrons' Alliance; represented, also, were the City Plan Commission and the Governmental Research Institute, and the American Inst. of Architects.

Before the projects of the Bond Issue were submitted to the voters many weeks of study by persons represented were devoted to the Bond Issue projects.

It is the responsibility of the Superintendent of Instruction, together with members of his staff, to recommend to the Board of Education the need for all educational facilities. Inasmuch as the agencies indicated had approved the Soldan Athletic Field site, since the establishment of the field had been public knowledge for more than two years, and, since the "alleged anticipated problems" had not been experienced at either Roosevelt or O'Fallon, the issue was not presented to the Mayor's Rehabilitation Committee.

Insofar as it is possible, we would like to plan for an athletic field at each high school. Constructing an athletic field at the North Field merely provides a "smaller" stadium remote from any of the present high schools. There is a distinct advantage, as borne out at Roosevelt and O'Fallon, in having the decentralized athletic field which can be used by the "home" school for intramural programs during the day as a part of the regular physical education program.

31. The West End Community Conference requests the Board of Education at this time to consider developing the Public School Stadium site for the third decentralized field instead of on the site between Soldan and Harris. The new stadium, for which Bond Issue money is available, could be built on the north property of the Public School Stadium and the present structure---could be demolished.

REPLY NO. 31

Reiterating what has been said in the statement numbered 30, the report of the Public Schools Stadium Committee, dated January 13, 1959, briefly contained the following recommendations:

- "1. The establishment of a decentralized athletic field program which included the establishment of athletic fields with bleachers and other facilities at
 - (a) Roosevelt High School
 - (b) O'Fallon Technical High School
 - and
 - (c) Soldan High School.
2. The abandonment and ultimate disposition of the stadium property on North Kingshighway."

The acceptance of this report by the Board of Education and by the High School Athletic League of the public schools implements the philosophy of the Secondary Division to provide athletic field facilities for each high school as near to the respective school as possible.

The type of facility envisioned for one of the high schools is not as extensive in scope as would be required for the property north of the present Public School Stadium, commonly referred to as the "North Field".

Since we adopted the policy of providing athletic facilities for each high school, we would question the wisdom of razing the present stadium and creating a smaller stadium on virtually the same property - a property quite remote from any high school location.

With the abandonment of the Public School Stadium, the Board of Education would be relieved of a maintenance expense not only of personnel at the stadium, but of maintaining a costly facility rarely used to its capacity.

There is a distinct advantage, as borne out at Roosevelt and O'Fallon, in having the decentralized athletic field which can be used by the "home" school for intramural programs during the day as a part of the regular physical education program.

In July of 1946, a Report of the Planning Committee, a committee composed of four members of the Board of Education, listed a number of schools for ultimate replacement. The Benton School was included in the list. It (as others in the list) was deferred because the proposed 33-million dollar bond issue was reduced to some 17-million dollars in the 1951 Bond Issue. In subsequent bond issue proposals, the Benton School, as well as other school buildings, was not included because of more pressing needs for new construction in other areas.

The north field of the Stadium Property is being held as the site for the ultimate Benton School replacement - a replacement that will be necessary in the very near future since the present structure will be 70 years old next year. There is, presently, on the west portion of the site a primary school containing seven rooms plus a room for the principal, faculty, and lavatory facilities. To create an athletic field on this remaining property would, in our opinion,

Reply No. 31

only perpetuate the problems which we have experienced at the Public School Stadium over a period of many years.

34. ---a cursory examination of the complexion of St. Louis Public Schools reveals that out of approximately 136 elementary schools and 11 high schools, about 100 are racially segregated for all practical purposes.

REPLY NO. 34

That a state of de facto segregation exists in many St. Louis Public Schools as a result of St. Louis housing practices has been publicly and frequently stated by the school administration.

35. ---some school officials and administrators continue---to insist that there is no segregation in the St. Louis Public Schools.

REPLY NO. 35

School administrations have never insisted, stated, or suggested that de facto segregation does not exist. School administrators have said and say now that school facilities and educational programs are provided in St. Louis for all children without regard for race, creed, ethnic or economic considerations.

36. ---lack of policy---has supported school administrative decisions which have ignored considerations of racial balance in school site selection---

REPLY NO. 36

There is no lack of policy. The policy is clear and specific and is restated in Replies 29, 32, and 33. Site selections for new schools have been made in accordance with that policy - to provide school facilities in the neighborhoods in which pupils live. Site selections in other areas would obviously result in erecting new buildings in areas where we now have underpopulated school buildings.

37. ---lack of policy---has supported school administrative decisions which have ignored consideration of---teacher assignments---

REPLY NO. 37

Teacher assignments are discussed in Reply No. 21.

38. ---lack of policy---has supported school administrative decisions which have ignored considerations of---districting---

REPLY NO. 38

The history of school districting in St. Louis since 1954 has been published and explained repeatedly. The districts appeared in the public press, maps showing district boundaries have always been available for public inspection, all boundary changes are approved by the Board of Education, and appear in the Board's public records. In the nine years since the Supreme Court decision not

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one instance of gerrymandering has ever been brought to the attention of the school administration or the Board of Education.

39. ---lack of policy---has supported school administrative decisions which have ignored considerations of---transfer policies---

REPLY NO. 39

Transfers are discussed in Reply No. 21.

40. ---lack of policy---has supported school administrative decisions which have ignored considerations of---transporting to relieve overcrowding.

REPLY NO. 40

The policy and practices of bus transportation for overcrowding have been clearly stated and explained. It is herewith reiterated:

When it became necessary to transport pupils from overcrowded school districts to other facilities, the Board of Education was apprized of the situation, and was presented with two general alternatives: (1) To double-session the overcrowded schools, or, (2) To transport groups consisting predominantly of Negro pupils into schools which were predominantly or entirely white. The Board approved the latter alternative, giving the Superintendent discretion in such manner and to such school locations as appeared to be most practicable and feasible, and to make such adjustments from time to time as appeared to him to be necessary and desirable.

Generally, we followed these principles in determining which pupils in a sending school would be transported:

- 1) To transport entire rooms because of the nature of the school organization, because we felt it desirable to reduce transportation to as short a time as possible for individual pupils, because we wished to be as objective as possible in designating the pupils to be transported, and because our previous experience had indicated that the program could be managed effectively in this way.
- 2) To transport middle grade rooms to other elementary schools whenever possible in order to avoid the problems of transporting primary pupils great distances, to avoid the conduct problems on the buses of upper grade pupils, and because our previous experience had indicated clearly the relative desirability of transporting pupils in this age group. Furthermore, because we were able to accrue classrooms in high school buildings, we transported seventh and eighth graders in order to keep younger children out of the high school environment whenever possible. Principals have also requested the upper grade boys and girls to remain in the home school whenever possible in order to man the Boys' and Girls' Safety Patrol.

With respect to the absorption of these transported pupils, we generally followed the practice of keeping a transported room intact, as a unit, in the receiving school for obvious reasons. We felt that it would be desirable to return the transported pupils to the sending schools at dismissal time to insure safety in getting home, to permit the pupils to pick up younger brothers and sisters when

that was necessary, and to avoid the problems of traffic hazards at later hours in inclement weather. Thus, in order to leave the receiving school in time to get to the sending school on schedule, the lunch hour for transported pupils had to be reduced in order to keep standard instructional time. We feel that the customary schedule for local pupils cannot in justice be disrupted in order to accommodate transported pupils. Many of these local pupils go home for lunch and need the time given for that purpose. The lunchrooms in all cases cannot accommodate in one period both transported pupils and local pupils who eat at school. Another factor in this situation is that the buses which are used for pupil transportation are used by the Public Service Company during traffic rush hours and must be available at those times.

The practice of transporting intact entire rooms has long been followed when the racial question has not been involved. When we transported from Eliot to Lowell, from Arlington to Ashland, from Webster to Blair, from Blair to Ames, from the housing projects to Wheatley, and as we now transport from Fremont to Blow, the receiving school houses these groups as units. It is also pertinent to note that transported groups are integrated groups from the sending school, although the numbers of white pupils are small.

In considering, in the face of these facts, the desirability of diffusing a transported school population into the various rooms and among the pupils of the receiving school, attention is directed to the fact that, in the first place, in most cases it is physically impossible to achieve any considerable degree of integration by virtue of the fact that there simply are not enough local white pupils to affect materially the classroom ratio of Negro and white pupils. A second item for attention is the disparity of learning capacity as customarily measured, of academic achievement, and of chronological age, all factors which influence the organization of pupils for group instruction.

A city block or a part of a block in a crowded school district may be assigned to a school which has vacant rooms and all the pupils from kindergarten through Grade 8 can be transported. This arrangement would obligate the receiving principal to absorb the transported pupils into the local rooms as best he could. It has obvious disadvantages. Kindergarten pupils would remain all day, the organization of the school would be delayed and be subject to erratic distribution of pupils; the same pupils would be transported year after year if they did not change residence; five and six year old pupils would have to be transported with fourteen and fifteen year old pupils; young pupils who become ill could not readily be brought home. For these reasons we have held to the transportation procedure we follow.

41. ---it appears almost ludicrous to propose that we abandon an existing high school facility.

REPLY NO. 41

To propose "abandoning an existing high school facility" is not "almost ludicrous". It is eminently reasonable on educational and economic grounds as was explained in great detail at the meeting of the Committee of the Whole of the Board of Education Monday, April 8, 1963. The supporting data were distributed and continue to be available.

42. ---that there be a careful and objective analysis of the school boundary lines for this (Vashon) high school over the past eight years to determine how these lines have been drawn.

REPLY NO. 42

Such an analysis was made at the meeting of the Committee of the Whole of the Board of Education on April 8, 1963, and was made available in written form in the supporting data.

43. That the Board---adopt an Integration Resolution

REPLY NO. 43

The administration can make no resolutions. This is a matter for Board attention.

44. That---a Citizens' Committee investigate and evaluate the extent of integration---

REPLY NO. 44

This is being done.

45. The re-evaluation of basic school policies and practices be made with respect to districting, site selections, transfer policies, the neighborhood school concept, teacher assignments - using the factor of racial balance as one of the criteria -

REPLY NO. 45

This is also presumably a matter for the attention of the Board of Education.

46. ---the St. Louis Board of Education and the Department of Instruction have been guilty of either a premeditated and intentional program to cause and allow the increase of segregation in the schools or at the very least have adopted policies that have been conducive to the resegregation of the school system.

REPLY NO. 46

Data provided in earlier replies show conclusively that no "premeditated and intentional program to cause and allow the increase of segregation in the schools" exists. It has been clearly shown that school districting has been fairly, openly, and impartially done by means of I.B.M. cards which do not show the race of pupils. Reply No. 1 shows that the increase of de facto segregation cannot be attributed to any policy of the Board of Education.

47. ---Hickey and Kottmeyer say---the whole thing is the result of housing trends-- we are not going to make a white child attend an all Negro school.

REPLY NO. 47

That such de facto segregation as exists in the St. Louis Public Schools is the immediate and inevitable result of "housing trends" is precisely and unfortunately

Reply No. 47

true. Hickey nor Kottmeyer nor any school administrator has ever said "we are not going to make a white child attend an all-Negro school" as is alleged. We have stated in the explanation of our transfer policy in Reply No. 2 that from time to time consideration of transfers has been given to cases in which the child is the only white child in an all-Negro room and in which the child is the only Negro child in an all-white room. Normally in such cases, the parents must show evidence of abusive treatment or demonstrate inability on the part of the school principal to provide adequate protection for the child.

48. ---Hickey and Kottmeyer have intentionally established and authorized policies and programs which have been major factors in the re-segregation of the schools---

REPLY NO. 48

The critic has never brought evidence of any established or authorized policy or program which have been major factors in the alleged resegregation of the schools.

49. ---Hickey and Kottmeyer have misled and misinformed the public on this problem.

REPLY NO. 49

The allegation is not true. The public has never been intentionally misled nor misinformed. The critic is invited to produce evidence to support the contention.

50. ---Soldan High School is about 99% Negro (1963).

REPLY NO. 50

The Soldan enrollment as of April 5, 1963, is listed at 1939 students, of which 25 are white, according to the principal's estimate.

51. The Soldan High School district is at least 50% white.

REPLY NO. 51

We do not know what percentage of the Soldan school district is white, but presume that the census data given in Reply No. 1 are reliable.

52. Census figures---show that in 1960 there were more than 3500 high school children in the district attending public school. Enrollment at Soldan is currently running at 1800---leaving 1700 white students who are now attending public school in other St. Louis districts.

REPLY NO. 52

The census figures do not show that there were more than 3500 high school children in the Soldan district attending public high schools. All public school students living in the Soldan district are accounted for in Reply No. 2. The report shows 2441 high school students in the district, of which 1724 were then enrolled at Soldan. Of the 717 students not enrolled at Soldan, 295 were legitimately enrolled

Reply No. 52

at O'Fallon, 38 were enrolled to take German at Roosevelt, 35 were enrolled in the Track 1A program at Cleveland, Southwest, or Beaumont, 156 were attending other public high schools on continuation permits, and 178 held legitimate permits or transfers accounted for in Reply No. 2.

53. The last two graduating classes from Hamilton---(See No. 19)

REPLY NO. 53

Reply No. 19 answers this statement.

54. Enrollment at Scullin School is 90% Negro.

REPLY NO. 54

The enrollment at the Scullin is now approximately 95% Negro. There are 736 Negro children and 45 white children enrolled.

55. According to 1960 Census figures the Scullin District has 12,854 whites and 461 Negroes. There has been some population to change the area, but it would be impossible for the population to change as is indicated by the school enrollment. The school district today is in far excess of 50% white.

REPLY NO. 55

We can be held accountable for the fact that white children do not attend the Scullin School only if we have illegally permitted them to attend other public schools. A record of transfers clearly shows that we have not done so. In 1959-60 no transfers were issued from the Scullin district. In the 1960-61 school year, two transfers were issued, one to Eliot and one to Ames, both at the principal's request, for disciplinary reasons. From September, 1961, through April, 1963, four transfers have been issued, three of which are Negroes, to permit after-school attendance at the Tiny Tot Nursery in the Simmons district. One, to Walnut Park, is a psychological problem.

We know that the St. Englebert parish school has an enrollment of 325 and that approximately 30% are white. We do know that in December, 1960, the year for which the census figures are quoted as showing 461 Negroes, there were 356 Negro children and 103 white children in the Scullin School. By February, 1963, there were 487 Negro and 66 white pupils and now there are 626 Negro and 43 white pupils in the grades (also 110 Negro pupils and two white pupils in the kindergarten).

56. The upper grades contain most of the white students. Of a class of 63 in the Scullin kindergarten only 2 are white.

REPLY NO. 56

The 43 white pupils are scattered through the grades. There are 112, not 63 in the kindergarten, and only two of them are white.

57. Other tidbits of miscellaneous information known to Dr. Hickey and Dr. Kottmeyer and withheld from the public--

Approximately 35 children from an institution at Euclid and Labadie, 1 block from the Benton School, are transported every morning out of their school district by public service bus to the Mark Twain School. (These children live in a predominately Negro neighborhood)

REPLY NO. 57

Prior to the Supreme Court Decision it was mandatory by law in the State of Missouri to operate "separate schools for white and colored children" (Public School Laws of Missouri, 1952, 163.130.) Accordingly Benton School was operated as a school for white children. The children at the Christian Home attended Benton. Because of an acute need for classrooms for Negro children the Board of Education approved the conversion of Benton to a school for Negroes effective September 1953. As a result another school had to be found for the children at the Christian Home. Because there was no white school within walking distance and because the Home could not prepare lunches for the pupils to carry, it was decided to transport these children to Mark Twain, which was the closest school with a lunchroom.

At the time when the schools were integrated Benton was having difficulty finding classroom space for the children living in the district. We are now renting rooms in the church across the street and have erected portables on the North Field of the Stadium. In view of the overcrowdedness at Benton it was decided to leave the Christian Home children at Mark Twain where these children had made a satisfactory adjustment. Also, these pupils had the right, by Board policy, to complete their education at Mark Twain.

It is true that these children could have been assigned to Benton and the same number of Benton pupils transported to some other school. If this had been done the number of Christian Home pupils at Benton would have averaged three pupils per room. The assignment of this small number of white children to Benton could hardly have helped further the cause of integration. Furthermore, Benton's failure to become integrated can hardly be attributed to the fact that the Christian Home children were not assigned to Benton.

It is to be noted that these children are not normal insofar that they do not come from normal home situations but are wards of an orphanage simply because for one reason or another they have been separated from their parents. Adjusting these emotionally disturbed children in a school without racial differences has presented many problems. These problems undoubtedly would have been multiplied had these pupils been assigned to an all-Negro school such as Benton. We discussed the problem with the Home authorities and notified them that when we get enough room for the children at Benton, we will assign them there.

This information has never been withheld from the public. The question was raised by Board Member James Hurt and was responded to on June 16, 1961, in a mimeographed publication issued by Superintendent Hickey.

58. Negro children from the Laclede schools are also transported to the Mark Twain school - there is only one major difference. The white children are integrated into the regular classrooms of the receiving school whereas the Negro children are taught in separate classrooms segregated from the rest of the school.

REPLY NO. 58

The orphan home children are of all ages, from Kindergarten through Grade 8, the Laclede children are not, as is explained in Reply No. 40.

59. Generally Negro teachers are assigned to the predominately Negro schools and white teachers are assigned to the predominately white schools. (See No. 37)

REPLY NO. 59

See Reply No. 37.

60. It is general gossip in the Negro community that the school administration maintains a separate roster for white and Negro substitutes so that the substitute teachers can be properly assigned to racial schools.

REPLY NO. 60

The general gossip has no foundation. There is one roster of substitute teachers, available in mimeographed form. It is arranged in alphabetical order.

61. "Operation Steno" -- a program recently endorsed by Dr. Kottmeyer. This program is designed to teach Negro girls how to become typist, clerks, and stenographers in the white business community and how to live and work in an inter-racial climate. To do this Dr. Kottmeyer established a special class for Negroes in a Negro school. In other words how to work and live in an inter-racial climate taught by segregation.

REPLY NO. 61

In discussing with elementary and secondary administrators means which the school system could employ to help solve a serious problem--the breaking of the employment barrier for our Negro graduates--we were advised that the most promising area was in the secretarial and stenographic fields for girls. We were reminded that on several occasions, large employers in the area had been induced to give employment opportunities to Negro girls. Our Hadley students could not pass the firms' qualifying examinations. We have had other criticisms of the Hadley program from interested Negro groups and from our elementary school people who send their pupils there for vocational training.

We therefore planned a superior program with special and highly competent teachers to produce graduates who could meet the most exacting qualifying measures. We decided to select 60 Track 1 girls from the current 8H classes in the Banneker and Turner Branch districts. It was decided to select girls who did not have the opportunity or the intention of going to college, but so arranged the curriculum that if they secure the means or change their minds, they would qualify for college entrance. Assistant Superintendents Samuel Shepard of the Banneker district and Wm. T. Smith of the Turner Branch district gave enthusiastic approval to the program.

The original proposal called for experimental classes at both O'Fallon and Hadley. It was pointed out these experimental classes would require the services of specialized personnel, and that it would be difficult to provide such personnel at two schools. The Vocational School Director pointed out that the secretarial offerings at O'Fallon were already of high quality, that there was no difficulty in placing O'Fallon graduates, and that it was important to restore the reputation

Reply No. 61

of Hadley for quality training. The Assistant Superintendents pointed out that Hadley is within walking distance of the great majority of their pupils, that attendance at O'Fallon might make it impossible for many girls because of the carfare. For these reasons it was decided to institute the program at Hadley and not at both schools.

Accordingly, the elementary school principals and eighth grade teachers were assembled to explain the project. It was made clear that the project was completely voluntary and that consent of the parents would be necessary. To date we have approximately 100 applicants for the program.

Not one of the current critics of the project has taken the trouble to inquire about the program from the proper authorities nor to find out what its purpose is and why it was planned as it was. The program, which was planned to attack a critical problem of the community--the employment of Negro youth--has been used to indict the school administration for resegregating the schools.

62. Attached to this release is a survey which indicates that the school Administration has been a little lax in implementating a fair employment policy. Less than three percent of the clerical workers are Negro.

REPLY NO. 62

A head count of the 409 non-certificated positions filled since October 13, 1961, shows that 230 were filled by whites and 179 by Negroes. Further, a head count of all employees shows that of the 361 employees in clerical positions throughout the school system, 273 are white and 88 are Negro.

Tables are attached listing non-certificated positions filled since October 13, 1961, (See Table No. 1) and a head count, by race, of all employees in the school system as of April 8, 1962. (See Table No. 2)

The October 13, 1961, date is used in the review of hiring of non-certificated employees because that is when they came under a centralized Merit System administered by the Superintendent of Instruction. (Merit practices have long been in effect for certificated personnel.) Prior to October 13, 1961, hiring of non-certificated employees was done by each of the Board's four executive officers for his own department, subject to approval by the Board of Education.

The Merit System, established under State Law, covers all non-certificated employees except the three executive officers of non-teaching departments -- the Building Commissioner, the Secretary-Treasurer and the Auditor. These officers are elected by the Board for four-year terms, as required by State Law.

Under the Merit System, there is a written description of the duties and the qualifications for each of the approximately 195 non-teaching job titles. These descriptions are prepared by personnel experts, reviewed by the executive officers and submitted to the Board of Education for approval.

When vacancies exist, first opportunity is given to qualified employees within the school system. If there are none, competitive examinations are held. Notice of the opening and pertinent qualifications are advertised in both daily newspapers.

All applicants who meet the qualifications set forth in the job description are invited to take written examinations. Those with passing scores are then examined orally. Thereafter -- subject to a medical examination, a check of police records and, at the option of the Personnel Division, a check with the applicant's personal and past employment references -- an eligibility list is prepared based on the examination results.

The three applicants with the highest ranking scores are certified to the executive officer of the department which has an opening. If he chooses the second or third ranking candidate, he must state his reasons for not choosing the highest ranking candidate in writing to the Personnel Director. All these practices are based on standard Merit System and Civil Service policies throughout the nation.

At no time is there any effort to determine an applicant's race during the examination or final hiring procedure. (The applicant's race is, of course, apparent to the oral examiners).

A notation of the applicant's race must be made when checking police records. This notation is included at the specific request of the St. Louis Police Department, which maintains its files according to race. There is no indication of race on any records of the qualified candidates submitted to the executive officer who makes the final selection. After an employee is hired, his photograph is taken and filed for identification purposes.

Every effort is made to insure that there is no discrimination in filling of job openings. Not only is racial discrimination contrary to Board of Education and administrative policy, but it also is prohibited by the Missouri Fair Employment Practices Act, which covers the St. Louis Board of Education.

At the end of Alderman Clay's news release, there is a section headed "some conclusions". Following are brief comments relative to them:

1. The critic says, "The policy, administrative and office force listed above shows only 8 Negroes employees hired as of September 1962, out of a total work force of 283."

Reply. His criteria for selecting the groupings he did are not clear. A system-wide head count by race of all certificated and non-certificated employees holding administrative, supervisory and clerical positions shows there are 488 whites and 148 Negroes. (A complete breakdown is shown in the attached tables.) (See table 3)

2. The critic says there are no Negroes serving as department heads.

Reply. If he refers to the executive officers elected by the Board of Education, he is correct.

3. The critic says there are no Negroes in basic policy-making positions.

Reply. All policy is set by the Board of Education. Recommendations are made by administrators. Aside from the recommendations made by the executive officers, virtually all other policy recommendations come from the Instruction Department. Of the 10 highest positions in the Instruction Department - Superintendent, Deputy Superintendent and Assistant Superintendent -- five are held by Negroes. (Table number four shows the breakdown for these and all other administrative positions.) Moreover, in any consideration of course revisions or basic changes in the curriculum, committees are appointed from qualified experts in the Instruction Department. Negroes have long served on such committees, frequently as leading participants.

4. The critic says that one out of every 35 employees listed in his tabulation of 283 employees is Negro.

Reply. Any ratio depends on the groups selected for comparison. Of the school system's 1,631 employees, 1,172 are white and 459 are Negro. (See table number 2)

5. The critic uses the figure 3 percent based on his grouping in number 1.

Reply. Based on a system-wide count of employees in similar class classifications, the percentage of Negroes in such positions is 28.14%. ($459 \div 1631$)

It should be emphasized that promotions within the certificated groupings have long been based on merit, and the new Merit System assures the same procedure for non-certificated employees. In some of the small groupings within the Instruction Department which are predominantly white, there has been little turnover for many years. Racial percentages may well change as vacancies occur, inasmuch as race is not a consideration in filling such openings.

6. The critic says, "In addition to the above listed statistics, there are 100 employees hired by the St. Louis Board of skilled mechanics. Not one of them is a Negro."

Reply. Prior to the establishment of the centralized Merit System, skilled mechanics were employed by seeking applicants from the union covering the particular craft.

Few of these unions had Negro members. Since October 13, 1961, skilled mechanics have been hired through open examination. Union membership is not even considered as a qualification. In the 18 months since establishment of the Merit System, 15 craftsmen have been hired. Three were hired from a rehiring list of former employees who have been laid off as a result of a reduction in jobs. One position was filled by the transfer of an employee. Eleven were hired through open competitive examinations. All successful applicants have been white. It should be noted that when the Merit System was established, there were 192 craft positions. As a result of curtailment of jobs, there currently are 167 such positions.

Although no records are maintained by race, the Personnel Director recalls from personal observation that the number of Negro applicants for the openings has been small and that only one has passed the written examinations. He failed the oral examination, as did four white applicants on the same day. The position, steamfitter control man, requires unusual skills and still has not been filled.

It is felt that under the Merit System, Negro applicants have the same opportunities as whites. The problem here would appear to be one of assuring that Negroes have opportunities to become skilled in the crafts. The Board of Education is doing what it can through its vocational and technical courses, but the problem is one that will require community-wide efforts.

Table No. 1

SUMMARY

NON-CERTIFICATED POSITIONS FILLED SINCE OCTOBER 13, 1961
(Some department include transfers and promotions of present employees)

<u>DEPARTMENT</u>	<u>WHITE</u>	<u>NEGRO</u>	<u>TOTAL</u>
AUDITING			
Bookkeeping Machine Operator	6	0 *	6
Job Cost Analyst	1	0 *	1
Property Inventory Examiners	2	0 *	2
TOTAL	9	0	9
* No qualified Negro applicants.			
BUILDING			
Craftsmen	15	0 *	15
Custodians	11	12	23
Matrons	1	20	21
Transportation	1	1	2

Table No. 1 (Cont'd)

BUILDING (Cont'd)

	<u>WHITE</u>	<u>NEGRO</u>	<u>TOTAL</u>
Gardeners	8	4	12
Clerical	2	1	3
Draftsman Trainee	1	0 **	1
Firemen	1	1	2
TOTAL	40	39	79

* No qualified Negro applicants.

** Transfer from Instruction Department.

FINANCE

Data Processing Director	1	0 *	1
Stenographer	0	1	1
Key Punch Operator	0	1	1
Executive Secretary	1	0 **	1
Cashier	1	0 **	1
Clerk Typist	3	1	4
Charwoman	1	1	2
Utility Man	1	1	2
Senior Stenographer	2	0 **	2
TOTAL	10	5	15

* No qualified Negro applicants

** Promotion of present employee.

INSTRUCTION

FOOD SERVICE

Porter	1	9	10
Cafeteria Manager in Training	0	1	1
Clerk Typist	2	1	3
Stenographer	1	0 *	1

Reply No. 62

Table No. 1 (Cont'd)

INSTRUCTION FOOD SERVICE (Cont'd)		<u>WHITE</u>	<u>NEGRO</u>	<u>TOTAL</u>
Senior Stenographer		1	0 **	1
Helpers		27	30	57
TOTAL		32	41	73

* No qualified Negro Applicants.

** Promotion of present employee.

INSTRUCTION
AUDIO-VISUAL EDUCATION

Audio-Visual Technicians	1	7	8
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INSTRUCTION
SUPPLY DIVISION

Book Binder	1	0 *	1
Buyer	1	0 **	1
TOTAL	2	0	2

* No qualified Negro applicants.

** Promotion of present employee.

INSTRUCTION

Clerk Typist I	49	47	96
Clerk Typist II	4	1	5
Director of Community Relations	1	0 *	1
Director of Warehouse & Distribution	1	0 **	1
Equipment & Service Technician	2	1	3
Furniture & Salvage Clerk	1	0 **	1
High School Book Clerk Treasurer	4	1	5
School Nurse	13	13	26
Records & Attendance Clerk	3	2	5
School Physician	1	0 *	1
Senior Clerk	2	0 **	2

Table No. 1 (Cont'd)

INSTRUCTION (Cont'd)	<u>WHITE</u>	<u>NEGRO</u>	<u>TOTAL</u>
Senior Stenographer	10	3	13
Stenographer	32	7	39
Switchboard Operator	2	0 *	2
Technical High School Business Office Manager	0	1 **	1
Warehouse Manager	1	0 **	1
Warehousemen	10	11	21
TOTAL	136	87	223
GRAND TOTAL	230	179	409
Per Cent White	56.23%		
Per Cent Negro	43.76%		

- * No Negro Applicants
 ** Promotion of present employee

TABLE NO. 2

ST. LOUIS BOARD OF EDUCATION NON-CERTIFICATED EMPLOYEES
 April 15, 1963

<u>DEPARTMENT</u>	<u>DIVISION</u>	<u>WHITE</u>	<u>NEGRO</u>	<u>EMPLOYEES</u>	<u>COMMENTS</u>
AUDITING		25	0	25	The number of Negro applicants for bookkeeping machine operation positions was very small. Of the Negroes who applied none were able to pass both the written examination and oral interview
		25	0	25	
FINANCE	General Office	22	1	23	
	Building Service	11	2	13	
	Data Processing	5	1	6	
	Non-Cert. Personnel	2	1	3	
		40	5	45	

Table No. 2 (Cont'd)

<u>DEPARTMENT</u>	<u>DIVISION</u>	<u>WHITE</u>	<u>NEGRO</u>	<u>EMPLOYEES</u>	<u>COMMENTS</u>
BUILDING	General Office	20	1	21	The number of employees in the Architectural and Engineering Division of the Building Department has been steadily declining. In the fall of 1961 there were 21 persons working in the Architectural & Engineering Division. At present there are 16. One position has been filled by transfer since October 13, 1961.
	Plant Operation	418	233	651	
	Architectural & Engineering	16	0	16	
SHOPS	Craftsmen	167	0	167	On 10/15/61 there were 192 craftsmen; on 4/1/63 there were 167 craftsmen. 15 craftsmen have been hired since 10/13/61. 3 of these were taken from a rehiring list maintained in the Building Department office. These were men who were laid off in previous years and were given a promise that they would be rehired as openings occurred. One position was filled by the transfer of an employee. Eleven new craftsmen employees have actually been placed since 10/13/61. The number of Negro applicants for craftsman positions has been very small. Very few have taken the written examinations and only one Negro reached the oral interview. The oral committee found that he was not qualified for the position. Four white men who were seeking the same position failed the oral the same day, in fact the position of Steamfitter (Control Man) is still vacant at this time, even though the Personnel Department has advertised twice in the local newspapers.

Table No. 2 (Cont'd)

<u>DEPARTMENT</u>	<u>DIVISION</u>	<u>WHITE</u>	<u>NEGRO</u>	<u>EMPLOYEES</u>	<u>COMMENTS</u>
SHOPS (Cont'd)	General Office	13	0	13	There have been no openings since 10/13/61.
	Maintenance Laborers	6	0	6	There have been no openings since 10/13/61.
	Estimators	4	0	4	There have been no openings since 10/13/61.
	Tool Crib Clerk	1	0	1	There have been no openings since 10/13/61.
	Area Superintendents	2	0	2	These positions were filled by the reclassification of Shops Division Supervisory Personnel.
BUILDING	Transportation	18	7	25	
	Landscape	<u>32</u> 697	<u>7</u> 248	<u>39</u> 945	
INSTRUCTION Clerical	General Office	25	2	27	
	Elem. Schools	76	50	126	
	Consultant Center	2	0	2	There have been no vacancies since 10/13/61.
	Reading Clinics	3	2	5	All of the 5 Reading Clinics are served by half time people.
	Professional Library	1	0	1	There have been no vacancies since 10/13/61.
	Directors Office	3	2	5	
	General High Schools				
	Tech. High Schools				
	Harris Teachers College	41	22	63	
		<u>151</u>	<u>78</u>	<u>229</u>	

Table No. 2 (Cont'd)

<u>DEPARTMENT</u>	<u>DIVISION</u>	<u>WHITE</u>	<u>NEGRO</u>	<u>EMPLOYEES</u>	<u>COMMENTS</u>
INSTRUCTION Supplies	Bookbindery	8	0	8	There has been one vacancy since 10/13/61 and there were no qualified Negro applicants.
	Repair Services	5	0	5	There have been no openings since 10/13/61.
	General Office	19	2	21	
	Data Processing	6	0	6	None of the Negro applicants were able to pass both the written examination and oral interview.
	Warehouse	25	2	27	
		<u>63</u>	<u>4</u>	<u>67</u>	
	Pupil Welfare & Adjustment	13	0	13	There have been no openings since 10/13/61.
INSTRUCTION Audio-Visual Education					
	Loan Service General Office Photographers	12	3	15	
	Field House Radio Station KSLH	<u>6</u> 18	<u>0</u> 3	<u>6</u> 21	There have been no openings since 10/13/61.
INSTRUCTION					
	Community Relations	0	1	1	
	Practical Nursing Program	1	0	1	There have been no openings since 10/13/61.
	Physical Education & Recreation	1	1	2	
	Curriculum	1	0	1	One vacancy since 10/13/61. The vacancy was filled by the transfer of an employee.
	Research	3	0	3	There have been no openings since 10/13/61.
	Ford Foundation	<u>1</u> 7	<u>0</u> 2	<u>1</u> 9	There have been no openings since 10/13/61

Table No. 2 (Cont'd)

<u>DEPARTMENT</u>	<u>DIVISION</u>	<u>WHITE</u>	<u>NEGRO</u>	<u>EMPLOYEES</u>	<u>COMMENTS</u>
INSTRUCTION	Health & Hygiene	42	18	60	
		<u>42</u>	<u>18</u>	<u>60</u>	
INSTRUCTION	Food Services	116	101	217	
		<u>116</u>	<u>101</u>	<u>217</u>	
GRAND TOTAL		1172	459	1631	
NON-CERTIFICATED EMPLOYEES (All Departments)					
Per Cent White		71.85%			
Per Cent Negro		28.14%			

Table No. 3

Administrative, Supervisory and Clerical Positions in Four Departments of the St. Louis Board of Education.

<u>DEPARTMENT</u>	<u>WHITE</u>	<u>NEGRO</u>	<u>TOTAL</u>
Auditing	27	0	27
Finance	25	1	26
Building	188	55	243
Instruction	248	92	340
	<u>488</u>	<u>148</u>	<u>636</u>
TOTAL	488	148	636

Per Cent White = 77

Per Cent Negro = 23

Table No. 4

HEAD COUNT OF TEACHERS AND ADMINISTRATORS IN THE
INSTRUCTION DEPARTMENT (OCT. 1, 1962)

<u>JOB TITLE</u>	<u>NEGRO</u>	<u>WHITE</u>	<u>TOTAL</u>
<u>CENTRAL ADMINISTRATION</u>			
Superintendent of Instruction		1	1
Deputy Superintendent of Instruction		1	1
Assistant Superintendent	2	1	3
Assistant to the Superintendent		2	2
Directors		4	4
Assistant Director		1	1
Consultant (Business Education)		1	1
Supervisors		2	2
Teacher Recruiter		1	1
Non-Certificated Acting Manager		1	1
TOTALS	2	15	17
<u>HARRIS TEACHERS COLLEGE</u>			
President		1	1
Dean of Instruction		1	1
Registrar	1		1
Dean of Men	1		1
Dean of Women		1	1
Dean of Admission		1	1
Instructional Staff	21	41	62
TOTALS	23	45	68
<u>SECONDARY SCHOOLS</u>			
Directors	1	2	3
Supervisors	1	4	5
Consultants		4	4
Department Head (Social Studies) - (Mathematics)	2	3	5
Department Head (English)	1	2	3
High School Principals	3	8	11
Assistant High School Principals	7	15	22
High School Administrative Assistants	3	1	4
General High School Teachers	206	473	679
Technical High School Teachers	78	103	181
TOTALS	302	615	917

Table No. 4 - (Cont'd)

<u>JOB TITLE</u>	<u>NEGRO</u>	<u>WHITE</u>	<u>TOTAL</u>
<u>ELEMENTARY SCHOOLS</u>			
Assistant Superintendents	2	3	5
Directors		2	2
Supervisors	3	8	11
Subject Matter Consultants (Voc. Mus. and Phys. Ed.)	4	6	10
Elementary Principals	31	68	99
Special School Principals		3	3
Supervising Teachers	15	20	35
Special Elementary Art Teachers		8	8
Regular, Special Elementary and Substitute Teachers	<u>1271</u>	<u>1220</u>	<u>2491</u>
TOTALS	1326	1338	2664
<u>OTHER</u>			
<u>DIVISION OF PUPIL WELFARE AND ADJUSTMENT</u>			
Director		1	1
Case Workers	12	11	23
Psychological Examiners	3	5	8
Clinical Psycholgists		1	1
Supervising Examiners		1	1
Supervising Coordinators		<u>1</u>	<u>1</u>
TOTALS	15	20	35
<u>DIVISION OF CURRICULUM & EDUCATIONAL RESEARCH</u>			
Director		1	1
Assistant Director		1	1
Supervisors		<u>3</u>	<u>3</u>
TOTALS		5	5
<u>DIVISION OF AUDIO-VISUAL EDUCATION</u>			
Director		1	1
Assistant Director		2	2
Program Coordinators		3	3
Script Writers, Producers, Announcers		3	3
Consultants		<u>1</u>	<u>1</u>
TOTALS		10	10

Table No. 4 - (Cont'd)

<u>JOB TITLE</u>	<u>NEGRO</u>	<u>WHITE</u>	<u>TOTAL</u>
<u>DIVISION OF HEALTH AND HYGIENE</u>			
Director		1	1
Supervisor of Nurses		1	1
Physicians	1	3	4
Nurses	17	33	50
Nurse Audiometrists	1	2	3
TOTALS	19	40	59
<u>READING CLINIC</u>			
Supervising Teachers	2	3	5
TOTALS	2	3	5
<u>CITY-WIDE GUIDANCE PROGRAM</u>			
Special Counselor		1	1
TOTALS		1	1
<u>ART SUPERVISION</u>			
Supervisor		1	1
TOTALS		1	1
<u>VOCAL MUSIC</u>			
Supervisor		1	1
TOTALS		1	1
<u>INSTRUMENTAL MUSIC</u>			
Consultant		1	1
Special Teachers (Elementary)	5	7	12
TOTALS	5	8	13
<u>SPEECH CORRECTION</u>			
Speech Teachers	7	11	18
TOTALS	7	11	18
<u>PHYSICAL EDUCATION AND ATHLETICS</u>			
Director		1	1
TOTALS		1	1
<u>MANPOWER DEVELOPMENT AND TRAINING PROGRAM</u>			
Director		1	1
TOTALS		1	1

Table 4 - (Cont'd)

<u>JOB TITLE</u>	<u>NEGRO</u>	<u>WHITE</u>	<u>TOTAL</u>
<u>PROFESSIONAL LIBRARY</u>			
Consultant		1	1
Assistant Librarian		<u>1</u>	<u>1</u>
TOTALS		2	2
<u>TRADE AND INDUSTRIAL EDUCATION</u>			
Consultant		<u>1</u>	<u>1</u>
TOTALS		1	1
GRAND TOTAL	<u>1701</u>	<u>2118</u>	<u>3819</u>
Per Cent White	55.43%		
Per Cent Negro	44.56%		

63. I am not willing, however, to permit the re-establishment of a school system that the Supreme Court has held to be inherently unequal.

REPLY NO. 63

There is no reestablishment by the school administration of such a school system.

64. I feel it is the obligation of the Board of Education from Dan Schlafly down to the most recent addition to establish policies of the Board of provide conditions which will foster better human relations for St. Louis families.

REPLY NO. 64

This observation is apparently directed to the Board of Education and not to the administration.

65. I further believe that the Administration must follow the policies adopted by the Board.

REPLY NO. 65

The administration is committed to following the policies of the Board of Education.

66. If the School Board will not act - they can not expect support from the Negro community. Next time they come with a tax increase (and they will), or ask for more bonds for more segregated schools, or a blue ribbon slate, the Negro community will reject them.

REPLY NO. 66

This observation is apparently directed to the Board of Education and not to the administration.

67. ---out of approximately 136 elementary schools and 11 high schools about 100 are racially segregated for all practical purposes.

REPLY NO. 67

See Reply No. 34.

68. ---it (Board of Education) has not, to date, considered the adoption of a policy pledging its resources to the attainment of racially segregated schools.

REPLY NO. 68

The observation is directed to the Board of Education rather than to the administration.

69. ---it is disconcerting that some school officials and administrators continue--- to insist that there is no segregation in the St. Louis Public Schools.

REPLY NO. 69

School administrators have been the first to point out that de facto segregation exists. School administrators do insist that school districts have been properly and objectively drawn and that no discriminatory administrative practices have ever been employed in the St. Louis Public Schools.

70. Such lack of a positive policy of integration has---supported school administrative decisions which have ignored considerations of racial balance in school site selection---

REPLY NO. 70

See Reply No. 20.

71. Such lack of a positive policy of integration has---supported school administrative decisions which have ignored consideration of---teacher assignments---

REPLY NO. 71

See Reply No. 21.

72. Such lack of a positive policy of integration has---supported school administrative decisions which have ignored consideration of---districting---

REPLY NO. 72

The method of districting has been repeatedly clarified, was explained again at the meeting of the Committee of the Whole on April 8, and reviewed in the earlier replies.

73. Such lack of a positive policy of integration has---supported school administrative decisions which have ignored consideration of---transfer policies---

REPLY NO. 73

See Reply No. 21.

74. Such lack of a positive policy of integration has---supported school administrative decisions which have ignored consideration of---transporting to relieve overcrowding.

REPLY NO. 74

See Reply No. 40.

75. ---there be a careful analysis of the school boundary lines for this high school (Vashon) over the past eight years to determine how these lines have been drawn.

REPLY NO. 75

The analysis was made at the meeting of the Committee of the Whole on April 8 and is detailed in the written documents distributed at the meeting.

76. ---to dispel present suspicion that there has been a studied effort to contain and limit the student body there and thus create the illusion of a declining student population.

REPLY NO. 76

The explanations cited in Reply 75 show clearly that the declining school population at Vashon is no illusion.

77. and---reveal to what extent the possibilities of creating a racially balanced school at Vashon have been ignored.

REPLY NO. 77

The documents cited in Replies 75 and 76 and a study of the high school district map shown at the April 8 meeting show that the possibilities of creating a racially balanced enrollment at Vashon are extremely remote.

78. (on gerrymandering the Vashon district)---dodging the Cochran apartments---

REPLY NO. 78

At the April 8 meeting it was demonstrated that the Cochran apartments were assigned to the Central High School district in 1954 because they are closer to Central than to Vashon; because the bus run on the Natural Bridge bus from the front of the apartments to the side door of the Central High School is a 5-10 minute run; that the transportation from the Cochran apartments to Vashon is both cumbersome and lengthy.

79. We contend that in this area here that is Hadley is a certain area, which is marked off in this map, which most of it was formerly Vashon.

REPLY NO. 79

The explanation detailed in the document cited in Replies 75, 76, and 77 conclusively refutes this contention.

80. If these lines were straightened on this map and if this area were given back to Vashon as a general high school, we would automatically have enough students in a general high school---

REPLY NO. 80

The area referred to would remove the general high school students from Hadley, would recreate the same problems at Hadley which were solved by the creation of a Hadley general high school district, and would not sustain an adequate enrollment at Vashon.

81. ---and would not have the complexity which we have at Hadley High School--which reminds me of a man, jack of all trades and not good at any.

REPLY NO. 81

There is no complexity at Hadley. There are, in effect, two schools, a general high school and a technical high school, which are needed to sustain each other by their combined enrollments.

82. If the plans are carried out there would be some three thousand--students at high school Hadley---

REPLY NO. 82

There would not be 3000 students at Hadley. There would be approximately 2600. The Hadley capacity is conservatively estimated at 3000.

83. ---which means that we will have about five or six different courses, subjects---

REPLY NO. 83

As indicated in Reply No. 81, there are two schools, not five or six.

84. The students at Vashon who were receiving 47 minutes in teacher training will only receive 40---

REPLY NO. 84

The technical schools have an 8-period day of 40 minutes per period, whereas the general high schools have a 7-period day of 47 minutes. The 8-period students have an additional study hall or library period to compensate for the shorter periods.

85. ---when a Negro teacher is ill and must be replaced,---a Negro teacher replaced him or her---

REPLY NO. 85

The allegation is not true. Negro substitutes have frequently been sent to replace white teachers and white substitutes for Negro teachers. It should be understood that the Personnel Division begins at 6:00 A.M. to summarize the night calls on the automatic equipment, which records calls from teachers who will be absent. Simultaneously, live calls are coming in. By 6:45 A.M. the division can usually begin locating and assigning the substitutes for the day. An average of 100 calls per day, with a maximum in excess of 200 calls, must be disposed of. Obviously, the division calls substitutes living nearest to the schools which need help and therefore Negro substitutes will normally be called more frequently for schools which have predominantly Negro enrollment. It should also be noted that there are more Negro substitutes than white available for daily calls, that some substitutes will serve only in certain schools and some on certain days. There are currently about 525 active substitutes on the available list and there have been about 900 different individuals on the list during this school year.

86. ---a large number of teachers leaving Vashon will be placed in schools that are already predominantly Negro.---

REPLY NO. 86

Teacher assignments have not been made because at this time no decision about closing Vashon has been made by the Board of Education. Obviously there will be openings at Hadley if the general high school is enlarged there and some tenure teachers from Vashon will probably and naturally be assigned there.

87. ---and a large number of students leaving Vashon will be placed in school predominantly Negro---

REPLY NO. 87

A large number will, of course, be assigned to Hadley because they live there. Approximately 100 would be assigned to McKinley, which is predominantly white. Some 212 who do not now live in the Vashon district will be assigned to the school districts in which they live.

88. ---census figures show that there were more than 3500 high school children in the Soldan district attending public schools.

REPLY NO. 88

Reply No. 2 shows conclusively that this statement is erroneous.

89. ---leaving 1700 white students who are now attending public schools in other parts of St. Louis.

REPLY NO. 89

The statement is not true. See Reply No. 2.

90. ---where are the white children in the Scullin School district going to school?

REPLY NO. 90

See Reply No. 55. We know only that the white children are not going to public schools other than Scullin.

91. ---like to know why a kindergarten class of Scullin School enrolls 63 students and has only one white student enrolled---

REPLY NO. 91

See Reply No. 56. We have transferred no white pupils from the Kindergarten.

92. ---there are only four white teachers in this city working under Negro principals.

REPLY NO. 92

The statement is not true. There are 18 white teachers in all-Negro schools. At the Soldan, the two assistant principals are Negroes and 30 of the teachers are white. A Negro Director supervises three white high school principals. A Negro Assistant Superintendent supervises two white elementary principals, has a white supervisor. A number of predominantly Negro schools have Negro administrative assistants supervising many white teachers.

93. ---the day a Negro principal takes charge of a Negro school, as many as seven white teachers transfer out of that school building.

REPLY NO. 93

The statement is not true. We can find no school from which seven transfers were made simultaneously. Transfers are never made on short notice. They are considered once a year and priority is given to the frequency with which the request has been made and to seniority. There are always some transfer requests pending in certain schools.

94. (Bates School -(Sumner district)- white parent sent child to Beaumont after conference with Mr. Hickey.---Negro parent asked for transfer to Beaumont - had to enroll at Sumner

REPLY NO. 94

We have no knowledge of the case cited nor of the circumstances. There are four students from Bates in Beaumont High School. Two (race unknown) secured transfers because they were moving into the Beaumont district and now do live there. Two (race unknown) live in the Beaumont district but did attend Bates. Transfers have been refused into Beaumont because we are housing a large group of Farragut elementary school pupils there.

Two Sumner boys have been granted early dismissal privileges to work. Neither works in a bowling alley. The work coordinator at Sumner has no boys employed part time in a bowling alley this school year.

95. --- (this Negro) child, with permission of Dr. Hickey, gets out of school 45 minutes early so that---he---can attend the bowling alley at the Fairgrounds Hotel.

REPLY NO. 95

See Reply No. 94.

96. ---separate roster for white and Negro substitute teachers---

REPLY NO. 96

The Instruction Department maintains an automatic answering service which permits teachers to call in their absence anytime between the hours of 4:45 p.m. to 7 a.m. the following morning, and all day Saturdays, Sundays, and holidays. Most of the calls for substitute teacher service are received in the morning of the day of the absence. The members of the staff, upon their arrival in the morning, note the calls received on the automatic answering service in addition to the other calls which continue to come in

Reply No. 96

throughout the early morning hours. Substitute assignments are made as soon as possible from the lists of available substitute teachers - placing them, whenever possible, in the general vicinity of their residence and grade level and subject preference. Since many of our larger grade schools are located in the north and west sections of the city, more substitute teachers are needed in these areas.

Whenever it is known that an absence is for an extended period of time, the personnel office consults with the principal in an effort to place the substitute teacher who in the principal's judgment seems to fit best into his school program.

The Personnel Division keeps no substitute list of white and Negro teachers. Neither does it have a record of the enrollment by races in any of the Saint Louis Public Schools.

There are approximately 525 substitute teachers on the lists of available temporary substitute teachers. Of this number, approximately 210 substitute teachers are filling vacancies or places of teachers who are on extended leaves of absence. Of the 210 substitute teachers so assigned on a more or less regular substitute basis, approximately 145 are Negroes.

Since we do not have a list of substitute teachers by race, the figures quoted above are estimates.

97. ---they will let a classroom go untaught in certain South St. Louis schools rather than assign a Negro substitute---

REPLY NO. 97

The statement is not true and no evidence to prove it has ever been brought to our attention.

98. (On Operation Steno)---transport this heavy machinery at the expense of the taxpayers--to Hadley--to train sixty Negro girls how to live and act with whites.

REPLY NO. 98

We do not know what "heavy machinery" is referred to here. There never has been any suggestion of any kind to transfer equipment from O'Fallon to Hadley for Operation Steno.

99. ---set up the class at O'Fallon---

REPLY NO. 99

The matter has been fully explained in Reply No. 61.

100. ---out of 283 persons---employed---only 8 are of the Negro race.

REPLY NO. 100

Reply No. 62 shows that this allegation is untrue.

101. ---they have already selected the 60 even without the approval of this Board.

REPLY NO. 101

Enrollment of students in courses does not involve action of the Board of Education. As shown in Reply No. 61, the allegation is not true. The candidates for Operation Steno have not been selected.

102. ---if some 1700 can travel from the Soldan district all the way down to O'Fallon--to Southwest---

REPLY NO. 102

There are no 1700 students traveling from the Soldan district as has been shown in Reply No. 2.

103. --- (Concerning apprentice assignment as a St. Louis University student)
Out of about eight seniors I was the only Negro.---White students who had their practice teaching were assigned to all white critic teachers--I was assigned to all Negro schools with all Negro critic teachers. The University, I am sure, did not do this.

I asked that I be assigned two schools in my general area. I specifically asked for Ashland and Harrison, at which I knew there were speech therapists and they were within walking distance, but a white girl from East St. Louis was assigned to Harrison School. I would like to know, how did they know--- I was a Negro.

REPLY NO. 103

We have examined the records and questioned the Director of Special Education concerning the complaint of Mrs. Agnes Clarice Gladney. The records show that the St. Louis University authorities requested assignments for Mrs. Gladney in speech therapy in a letter dated September 6, 1961. The Director assigned Mrs. Gladney to the speech therapist at the Carr and Emerson schools. At no time does the University recommend specific schools to which practice teachers in speech therapy are assigned. Presumably Mrs. Gladney's request to be assigned to the Ashland and Harrison Schools was not transmitted to the Director. In September, 1961, no speech apprentice was assigned to the Ashland School because at that time the speech therapist was given an additional assignment at the Reading Clinic, dealing with clinic speech problems. The East St. Louis apprentice to whom Mrs. Gladney refers was not assigned to Ashland, but to Clay and Jackson. The Director has never had any protest about the assignment nor was he ever aware that dissatisfaction existed.

104. (Concerning her three children in the Ashland School). Our daughter--had twelve teachers from---September until November 1. ---On November 15 the first Negro teachers came to Ashland School.

REPLY NO. 104

At the beginning of each school year all appointed teachers available for duty are assigned in permanent positions. All positions left vacant are filled with substitute teachers. After school opens appointed teachers returning from leaves of absences are placed in new openings that may occur or in positions filled by substitutes.

Reply No. 104

Shortly after school opened in September, 1960, we found that the enrollment at Ashland School had increased during the summer beyond what had been reasonably expected. It was necessary to open another room. This was done on September 26. The teacher assigned was from out of town who had applied for a teaching position after the opening of school. After four days at Ashland this teacher was absent because of illness.

It is customary to assign substitute teachers to fill in when appointed teachers are absent and thus keep the position open for the appointed teachers' return. This was done in this case also. Unfortunately the Personnel Division could not find a substitute who could perform both satisfactorily and remain for the duration of the absence. Consequently an abnormally large number of substitutes (5) served in this room until an appointed teacher was available.

On October 4, 1960, the teacher originally assigned to the room resigned. Her resignation made this position available for an appointed teacher. On November 14, 1960, Mrs. Eileen Middleton, returning from maternity leave, was assigned to this room. On November 21, 1960, another room had to be opened and Mrs. Shirley Boone, also returning from maternity leave, was assigned. Both of these teachers are Negroes and are regularly appointed. Both are still there. They were the first Negro teachers appointed to the faculty at Ashland.

105. And then a couple of years later the press quoted Dr. Kottmeyer as saying a year or two ago that our schools were more segregated now than in '54 or '55 and a few months later we had a report from the Civil Rights Commission that corroborated that statement.

REPLY NO. 105

The statement is true and indicates that the administration has never concealed the obvious facts from the community.

106. The thing disturbs us at the Urban League is this, we have not been able to detect either the slightest visible program sponsored by the Board or the administration designed to carry on the work that was done in '54 and '55 when it was doing such a terrific job with community groups.

REPLY NO. 106

The critic is referred to the file of reports from the elementary school principals, from which a few excerpts are quoted in Reply No. 12 and 13, is invited to interview any of the many receiving school principals, each of whom has a local program to further integration, and is referred to the progress report of the committee appointed by the Superintendent to study and assess practices and procedures related to public school desegregation and integration. Study of Bus Transportation for Relief of Overcrowdedness in the St. Louis Public Schools.

The committee members (Mr. J. A. Scott, Dr. Reba S. Mosby, and Mr. Otto Rost) have studied the desegregation problem and practices in New York, Philadelphia, Baltimore, Washington, and Chicago and are compiling a report with recommendations for further progress. The Committee has been active in providing guidance and materials for an effective observance in all schools of the Emancipation Proclamation Centennial in order to capitalize upon its permanent educational possibilities, which it has compiled in bulletins sent to all St. Louis schools.

Reply No. 106

The Committee has also been working actively with the Civil Rights Commission. The Committee has been studying the details of the transfer policy, the assignment of certificated and non-certificated personnel, has been visiting schools to observe the conduct of the programs in integrated situations. The Committee has also been in communication with authorities in school systems of 300,000 and more, and is presently engaged in compiling a report based on the various integration practices.

107. ---we have been called on, but dismissed after a short discussion, but nothing formal and nothing visible is being done---

REPLY NO. 107

The critic refers here presumably to the existence of an ad hoc committee of which he was a member. The committee met about five or six times to discuss problems of integration and to interview various school employees. One of the committee's suggestions was the appointment of a human relations consultant so that more intensive efforts would be given to the problem. The Superintendent provided such a consultant, and, as the problems appeared to require more attention than an ad hoc committee could give, he assigned the responsibilities to a permanent committee consisting of the full time services of an assistant superintendent, of the consultant, and the part time services of the assistant superintendent in charge of secondary schools.

108. Since the Board is a policy making group, how far can our administrators go before we set the policy? I am talking in connection with the Harris Teachers College, the thing called "Operation Steno," and Vashon and appointments. I am asked continuously about these things in the community and I have no knowledge about them, and it is rather embarrassing to try to answer them as a Board member, yet I have no knowledge.

REPLY NO. 108

The line of demarcation between policy and administration is frequently blurred in practice. Clearly, the decision about closing Vashon and moving the Teachers College involves policy. The administration therefore makes recommendations, which it has done, but the Board of Education must make the decision.

With regard to Operation Steno: This is a means of improvement of the current educational program and would not formally come before the Board as a matter of policy. If the Board chooses to regard it as an aspect of policy, they can properly deal with it.

With regard to "appointments": Appointments are not matters of policy unless they are made in a manner contrary to the established Board Policies for employment, nevertheless, all appointments must be approved by the Board upon recommendations of the Superintendent.

The administration has always answered any requests for information about the educational program.

109. And secondly, shouldn't all educational questions go before the Educational Committee before they are publicly known?

REPLY NO. 109

No, they should not. Rule 10 (10.030) of the Board of Education states:

The Committee of the Whole shall have supervision over all departments of the public school system, and shall be responsible for seeing that the administrative officer in charge of each department fully and adequately performs the duties pertaining to the same.

In other words, the Committee of the Whole may refer matters to the Education Committee, but the Education Committee does not exercise initiative in dealing with educational matters before they are brought to the attention of the Committee of the Whole by the administrative officer.

110. Is it true that the Directors or Assistant Superintendents, not in charge of a district, can issue permits for youngsters for districts they do not supervise? It is my understanding this happens---

REPLY NO. 110

No, it is not true. Permits are issued only by the sending director or assistant superintendent.

111. If we have two technical high schools in the City of St. Louis, why does one district cover about one-fourth of the community and the other cover about three-fourths of the community?

REPLY NO. 111

The plans for Hadley and O'Fallon Technical High Schools were made three years before the Supreme Court issued its desegregation decree. The site selected for O'Fallon was the largest vacant tract available on main north-south arteries. O'Fallon was planned in 1951 to serve white pupils city-wide from Baden to Carondelet. If, when the boundaries of the technical schools were drawn, the northern boundary of O'Fallon had been, for example, Lindell-Olive, few Negroes would have been in the district. Removing northwest St. Louis from O'Fallon would have kept O'Fallon below capacity since there are not many pupils from Cleveland and Southwest districts attending O'Fallon. About 50% of the graduates of these two schools are college bound. Hadley's district has a concentrated, integrated pupil population and would be integrated but the white parents do not choose to send their children there.

112. Why is one a composite of five different schools and the other adult training?

REPLY NO. 112

The question is confusing. We do not know which institution is a "composite" of "five different schools."

O'Fallon has an apprentice program and day and evening adult education courses. Hadley also has day and evening adult education programs, and houses the manpower training program. At neither school are these programs allowed to interfere with, or take space needed by, the regular day school programs.

113. Why were many of the top level courses that were taught at Hadley transferred to O'Fallon when O'Fallon was opened?

REPLY NO. 113

It must be understood that the original plans for the use of Hadley and O'Fallon long preceded the Supreme Court decision. Hadley, until the decision, was an all-white school. Washington Technical High School, formerly located in the present Franklin elementary school, was an all-Negro school. The original plan was to move Hadley to the new O'Fallon and Washington to the Hadley building.

We make no discrimination as to "top level" or any other level courses in the two schools. Because of the relatively few students, white or Negro, who seek enrollment in certain areas, it was deemed uneconomical to duplicate shop facilities in the two schools. As there are enormous equipment costs and only a limited enrollment for some courses, we do not wastefully duplicate facilities for all courses.

There has been, since the opening of the two schools, an announced "open" district for certain courses. For example, students who wanted to enroll in Aeromechanics and living in the Hadley district could enroll in O'Fallon. Aeromechanics requires 9840 sq.ft. of ground space. This space was available at O'Fallon, not at Hadley. The same open enrollment policy holds for the pre-engineering course at O'Fallon. Shoe Repair, Cleaning and Pressing are offered at Hadley because they were offered at Washington Technical High School and because there has been demand for them at Hadley, but not at O'Fallon. The more recent examples are the courses in plumbing, carpentry, housewiring, and sheet metal at Hadley, which are open to students regardless of residence in a specific high school district. White students have never registered for these courses.

114. If these courses were taught at Hadley, why could they not remain and duplicate courses taught at O'Fallon?

REPLY NO. 114

See Reply No. 113. Briefly, because of excessive equipment costs, space requirements, and insufficient enrollment in these courses.

115. Or why weren't they left at Hadley in the first place?

REPLY NO. 115

See Reply No. 113.

116. Is it true that the capacity of Hadley and O'Fallon is approximately the same?

REPLY NO. 116

Hadley capacity: 3000 O'Fallon capacity: 3000 (without apprentice classes)

117. What happened to the white applicants that applied for the four special courses at Hadley? This program is now all Negro.

REPLY NO. 117

Prior to the opening of the classes in sheet metal, carpentry, house and commercial

Reply No. 117

wiring, and plumbing, at Hadley, a speaker selected by the committee which sponsors this program spoke to assemblies of boys in seven of the nine general high schools. Counselors in all the high schools were urged to encourage all qualified and interested boys to enroll. No white applicant was ever discouraged from enrolling in these courses but none ever applied.

118. I would like to know also the German classes and technical high school -
I would like to know in what high schools is German taught---

REPLY NO. 118

German is offered at Cleveland, Southwest, and Roosevelt.

119. ---how many subjects do we teach in German---

REPLY NO. 119

Second Semester, February - June 1963

Cleveland High School

German 2	3 classes
German 4	1 class
German 5, 6	1 class

Roosevelt High School

German 2	4 classes
German 4	2 classes

Southwest High School

German 2	2 classes
German 3	1 class
German 4	2 classes
German 5, 6	1 class

120. ---how are the permits issued for people to take German?

REPLY NO. 120

When application is made to take German, it must be presumed that the request is an honest one. We have not refused such applications merely because they came from the Soldan district.

121. I have some questions about "Operation Steno" - why can't it be conducted at O'Fallon High School, and why is it only Negro?

REPLY NO. 121

The full explanation of "Operation Steno" is given in Reply No. 61.

122. Have all the play yards been corrected in the fact that the youngsters were being bussed from many of the schools into the receiving schools, they were playing separately, and I have reports that some of them were still being on a segregated basis.

REPLY NO. 122

See Reply No. 14 and 15. The only complaints which ^{have} come to our attention are about the playgrounds at Wade and Herzog. These situations have been gone into thoroughly with Mr. Scott's committee, the assistant superintendents, and principals involved, and we are given to understand that adjustments have been made. If there are others, the names of the schools should be brought to our attention.

123. Would the new stadium provide for other sports in addition to football, such as track and baseball, et cetera?

REPLY NO. 123

If the "new stadium" referred to is the Soldan, the answer is yes.

124. If not, where do we intend to hold these events if it is not provided?

REPLY NO. 124

At Soldan.

125. ---and, second, where are the high schools to practice?

REPLY NO. 125

The high schools use facilities for athletic practice as follows:

	Football	Cross Country	Basketball	Track	Baseball
	School	Fair-			School
Beaumont	Fairgrounds Pk.	grounds Pk.	School	School	Fairgrounds Pk.
Central	Fairgrounds Pk.	School & Fairgrounds	St. James Evan. Church	School	Fairgrounds Pk.
Cleveland	School	Carondelet Park	School	School	School
Hadley	will have new field - PSS*	School	School	School	Public Schools Stadium
McKinley	vacant lot 1 block away	Lafayette Park	O'Fallon Tech.H.S.	vacant lot 1 block away	Lemp Park (30 blocks away)
O'Fallon	School	School	School	School	School
Roosevelt	School	Tower Gr. Pk.-School	School	School	School
Soldan	School	H.T.C.	Y.M.H.A.	H.T.C.	School
Southwest	School	Tower Gr. Park	Nottingham - School	Tower Gr. Park	Sublette and Tower Gr. Pks.
Sumner	School Tandy Pk.	Fairgrounds Park	School	School	Tandy Park
Vashon	Vashon Comm. Center	Vashon Comm. Center	School	Vashon Comm. Center	Vashon Comm. Center

*Public School Stadium

126. How many of these decentralized stadiums do we intend to build and where?

REPLY NO. 126

We would like ultimately to provide local stadium facilities for each high school.

127. Has a study been made on the cost of renovating the stadium---

REPLY NO. 127

Yes. The estimate is \$250,000.

128. And if so, is it true that the stadium site is a more centralized location for the use of Sumner, Central, Beaumont, Northwest, and Soldan High Schools?

REPLY NO. 128

The Public Schools Stadium is geographically somewhat more central to the schools listed than is the Soldan. The travel distance difference is negligible. No cognizance is taken of travel distance when games are scheduled at Roosevelt and O'Fallon.

129. Is there enough area for parking?

REPLY NO. 129

Harris Teachers College has a parking lot with a capacity of 120 cars. The Public Schools Stadium has a parking lot with a capacity of 580 cars. The average number of cars parked at Public Schools Stadium is 300 cars for doubleheaders.

130. Around the stadium, has the area been checked as far as congestion is concerned, compared to the Soldan area?

REPLY NO. 130

We are puzzled as to how we are to check the "congestion" at the Public School Stadium and at Soldan. We have stated repeatedly that we expect no traffic congestion at Soldan for one football game a week. We have other more serious problems than congestion at the Public Schools Stadium.

131. Have we discussed with the City the possibility of using Public School Stadium as a part of this program to make St. Louis a national sports center--due to the fact that there is no other facility in the city capable of holding a national event, such as the AAU, which will be held here this year?

REPLY NO. 131

To our knowledge, the possibility has not been discussed with City officials.

132. ---and one of the statements in the editorial of the St. Louis Argus was the fact that we have no Negro in the top city-wide administration of this city, and that includes the first seventeen officials of our St. Louis School

132. Board.

REPLY NO. 132

Surely the member of the Board of Education who asks this question is more competent than an editorial writer on the St. Louis Argus to determine how many Negroes are among the "first seventeen" school officials. We do not know which seventeen positions are regarded as the "first" seventeen. Certainly the member is aware that of the eight Assistant Superintendents in the Instruction Department, four are Negroes.

133. ---one of the criticisms (Civil Rights publication, by Davis) is that the courses which are taught at our two technical schools ought to be looked into for they seem to give a kind of suspicion that one is of high caliber while the other is not.

134. ---in the report, on page 279 of the Civil Rights report is a list of the courses, a few of the courses by comparison that are offered at the two different schools. Aero-mechanics was to be offered at O'Fallon, dry cleaning, pressing and shoe repairing was to be offered at Hadley. Advanced machine shop and tool and die making was to be offered at O'Fallon, cafeteria, tearoom practice was to be offered at Hadley. Practical nursing was to be offered at Hadley and a technical education or pre-engineering course was to be offered at O'Fallon. These are the kind of examples that indicate a kind of traditional pattern in the training of Negroes so that these, perhaps, may receive employment in certain given areas.

REPLIES 133, 134

We have explained in Replies 113, 114 and 115 why Aeromechanics and Advanced Machine Shop are taught only at O'Fallon. We have not had to turn any qualified pupils away from these courses. The Pre-Engineering course presently has 52 pupils enrolled from all over the city; we doubt that it would have had even this limited success if taught only at Hadley.

It seems again that the critic forgets that Hadley was integrated when Washington Technical School was moved to this building in 1956; we hoped and assumed it would remain so. The tea room facilities for commercial cooking were there; we could not well have junked them. The dry cleaning facilities were there; integrated classes in dry cleaning were not filled to capacity. It would have been foolish to duplicate them at O'Fallon, or to have removed them when our placement record in this area equals or exceeds any vocational area in either school. We did move shoe repair from Washington Tech. to Hadley, but the city demand was not large enough to duplicate this shop at O'Fallon. This course was integrated, too, for a short time.

Practical Nursing is offered only at O'Fallon (not Hadley) and is an adult education course open to females of any race. The Nurse's Aid course is offered at Hadley to adults selected by the Missouri Employment Security Act, as empowered by Federal legislation.

The member of the Board of Education refers to statements on page 279 of the Civil Rights USA, the section on St. Louis, as written by Wylie H. Davis. This page is largely a quotation from a report made by the assistant superintendent then in charge of vocational education to the superintendent. Mr. Davis presents no facts or opinions in either support or condemnation of this report.

135. ---I personally ran through some of them (rules and regulations) to assure myself of this kind of statement, that there is nowhere in the policy of this Board of Education that either specified or alludes to a policy of discrimination or segregation. This Board is on record as being a Board of fairmindedness, void of any practices of segregation and, certainly by way of policy, there is none.

REPLY NO. 135

We assume this item is directed to the Board of Education and not to the administration.

136. ---It (Operation Steno) is too limited in its scope and if it is going to be fair for one group to receive this training, it is the feeling, apparently, of the citizens of this community that all youth ought to be included.

REPLY NO. 136

"Operation Steno" has been fully explained in Reply No. 61.

Appendix

- 1. Recommendations**
- 2. Gary Indiana Decision**

ITEM FOR SUPERINTENDENT'S REPORT

APRIL 1963

CLOSING OF VASHON HIGH SCHOOL, TRANSFER OF HARRIS TEACHERS
COLLEGE, AND ORGANIZATION OF NEW MIDDLE SCHOOL

Whereas estimates show that the expected enrollment at the Vashon High School will continue to be below the figure required for reasonably economic and educationally sound operation, whereas adequate upper level courses have not and cannot be offered there without excessive cost, and whereas it has become impossible because of low enrollment to provide a track program, and because reassignment to other schools will constitute no hardship to students nor tax existing schools beyond capacity, it is herewith recommended that the Vashon High School be closed at the termination of the current school year.

Whereas the evidence is clear that the facilities provided for the Harris Teachers College are inadequate and that the physical facilities of the Vashon High School are adequate for the teacher training program, it is herewith recommended that the Harris Teachers College be transferred to the Vashon High School plant, effective at the beginning of the 1963-64 school year.

Whereas the elementary school enrollment in the Turner Branch district has risen to the extent that excessive numbers of pupils are being transported considerable distances by bus at substantial cost and under unfavorable educational conditions, whereas substantial numbers of additional pupils will have to be transported in the 1963-64 school year, and whereas the Harris Teachers College facilities can be converted into an adequate Grade 7-8 Middle School within walking distance of pupils now being transported, it is herewith recommended that the Harris Teachers College building become a middle school for pupils of the Turner Branch elementary school district, effective at the beginning of the 1963-64 school year.

Recommended by

WM. KOTTMEYER
Deputy Superintendent

CHARLES A. NAYLOR
Assistant to the Superintendent

ROBERT L. BAKER
Assistant Superintendent
Secondary Education

APPROVED BY

PHILIP J. HICKEY
Superintendent of Instruction

WK:ER

April, 1963

A REPORT ON VASHON HIGH SCHOOL

The continuation of Vashon High School as a general high school in its present location after school year 1962-63 has been under discussion for some time. The general problems at Vashon which gave rise to administrative considerations include the continuing decline in enrollment, the increase in operating costs per pupil, the limitations imposed on programming within the track system, and, in general, the effect on the quality of educational opportunities available to pupils who remain at Vashon.

DECLINE IN ENROLLMENT

A few years ago the St. Louis Clearance Authority relocated approximately 4500 families in the Mill Creek Area. The redevelopment plans include the construction, by private developers, of middle income housing for only 2100 families. No housing for low income families will be provided in this area which surrounds the Vashon High School. Rent at the Grand Towers apartments will range from \$167 to \$255 per month. University Heights Village Corporation is planning construction of 600 units west of the Waring School. Rents will range from \$83 to \$113. There are 1090 units in the Plaza Apartments, of which 719 are occupied. There are a total of four high school students in residence. Of the 96 occupied units in the Laclede Apartments, there is one high school student.

There was a lengthy period following the introductory announcement of the Mill Creek development project while the plans were being perfected and were clearing municipal agencies. Homesites were acquired. Relocation of families was begun. The general disruption and unrest among the families residing in proximity to Vashon continued throughout that lengthy period. Undoubtedly, these factors contributed to a steady decline in enrollment and average daily attendance at the Vashon High School from more than two thousand students in 1953-54 in two years to merely 1400 to one thousand in 1960-61 and to a current enrollment of a few more than 800. In March, 1956, the Vashon boundaries were extended in order to compensate for declining enrollment. In June, 1958, the boundaries of Hadley General High School and Vashon High School were changed to remove the eastern half of the housing projects bounded by Jefferson, Franklin, Cass, and Twentieth Streets from Hadley and added to the Vashon district. At the present time, 450 of the Vashon students reside in these housing projects which were added to the Vashon district in 1958 to try to maintain the minimum of 1000-1200 students recommended by Dr. Conant in his report on secondary schools.

TABLE I

Decreasing enrollment at Vashon from 1953-1963

<u>Fall</u>	<u>Students</u>	<u>Teachers</u>
1953	2168	86
1954	2127	75
1955	1502	65
1956	1192	53
1957	1146	48
1958	1222	52
1959	1192	40
1960	1160	44
1961	984	39
1962	981	33
Feb. 1963	827	33

A REPORT ON VASHON HIGH SCHOOL

April, 1963

HIGHEST OPERATING COST - PER PUPIL

Perhaps the most significant result of declining enrollment is its reflection in higher operating costs per pupil. In 1960-61 cost figures assembled for the report to the United States Commission On Civil Rights by Wylie H. Davis, the Vashon cost of \$686.37 was approximately one hundred dollars per pupil greater than the next nearest general high school and an estimated \$180 per pupil greater than the lowest cost for a general high school. The per pupil cost at Vashon also exceeded similar costs at either technical high school for the year reported. In the 1961-62 school year the average cost per pupil in the St. Louis General High Schools was \$588.62, whereas the Vashon cost was \$750.48.

TABLE II

<u>School</u>	<u>Operating Cost Per Pupil</u>	
	<u>1960-61</u>	<u>1961-62</u>
Vashon	\$686.37	\$750.48
McKinley	586.59	573.53
Beaumont	581.40	618.99
Soldan	571.00	500.17
Roosevelt	570.26	588.97
Central	555.69	545.71
Sumner	544.20	560.33
Cleveland	537.51	539.99
Southwest	507.88	523.42

LIMITATIONS TO PROGRAMMING: OFFERINGS AND CLASS SIZE

The diminishing enrollment from a school which had been one of the largest in the state has disturbed the normal planning activities of the local school administrators and teachers. A continuing, chronic revision and adjustment has taken the place of normal development of pupil and teacher programs.

TABLE IIICLASS SIZE

*Total number of classes	132
More than 35 students	14
35-28 students	55
27-21 students	41
20 students or less	22

*Not including Physical Education, Music
and Study as of February 13, 1963

Classes with enrollment of 20 students or less:

<u>Subject</u>	<u>Number</u>
Gen. Eng. 4	20
Art 2	20
Sec. Practice	11
Office Practice	9
Home Living	20

A REPORT ON VASHON HIGH SCHOOL

April, 1963

Classes with enrollment of 20 students or less (cont'd.):

<u>Subject</u>	<u>Number</u>
Chem. 2	17
Chem. 1	20
Woodwork	17
Gen. Metals	17
Mach. Shop	14
Foods	19
Foods	20
Lev. Eng. 3	16
Mach. Drg.	20
Arch. Drg.	
TV Comp. Lit.	20
Adv. Comp.	20
Bkkg. 1-4	20
Clothing 2,3	16
P/S Geom. 2	20
Physics 2	8
Spanish 3	20
Typing 3	16

The purpose of the Track Program is to group homogeneously students of similar academic ability. This grouping cannot be successfully used at the Vashon High School. Listed below are the number of subjects offered in all Public High Schools:

TABLE IV

<u>School</u>	<u>Teachers</u>	<u>Subjects</u>
Roosevelt	94	470
Cleveland	83	415
Southwest	74	370
Sumner	73	365
Beaumont	72	360
Soldan	70	350
Central	53	265
McKinley	53	265
Vashon	33	165

Table V shows that it has become impossible to provide a track program at Vashon.

TABLE V

Track Problem at Vashon High School

<u>Subject</u>	<u>Classes</u>	<u>Mixed Tracks</u>	<u>Not Mixed</u>
English	37	32	5
Soc. Studies	28	28	0
Math.	16	16	0
Science	15	15	0
Bus. Ed.	15	15	0
Fine Arts	13	13	0
Home Ec.	10	10	0
Ind. Arts	9	9	0
	<u>143</u>	<u>138</u>	<u>5</u>

A REPORT ON VASHON HIGH SCHOOL

April, 1963

Conditions compel the assignment of some teachers to subjects which they have not taught in a long time or which they have never taught. This teaching assignment tends to lower the general quality of instruction at Vashon.

Therefore, it is educationally and economically desirable to discontinue the operation of the Vashon High School at the close of the current school year. The Vashon district should be divided between the McKinley and Hadley districts. The Vashon students should, then, be transferred to the proper high school in which district they reside.

Some 212 Vashon students do not now live in the Vashon district (Beaumont 16, Central 27, Hadley 41, McKinley 24, Soldan 42, Sumner 50, Roosevelt 12). The 810 Vashon students estimated for the 1963-64 school year would be assigned as follows:

Beaumont	16
Central	27
McKinley	95
Roosevelt	12
Soldan	42
Sumner	50
Hadley	<u>568</u>
	810

No school will be taxed beyond capacity. The capacity of Hadley is 3000. Predicted enrollment, including the 568 Vashon students, is 2607.

The advantages to pupils of attending the new high schools will include:

1. Elimination of transportation costs for many students
2. Availability of more courses in sciences, mathematics, business, languages, shop, and Home Economics
3. Availability of more extra-curricular activities related to subject areas
4. Proper program assignments and implementation of the Track Program
5. Improvement in instruction.

Respectfully submitted,

ROBERT L. BAKER
Assistant Superintendent

JOHN W. DeSHIELDS
Director

HARRIS TEACHERS COLLEGE
St. Louis 12, Missouri

February 27, 1963

Office of the President

Dr. Wm. Kottmeyer, Deputy Supt.

Dear Dr. Kottmeyer:

As requested, we submit herewith information regarding the desirability of moving Harris Teachers College to the present Vashon High School site.

Certain inadequacies in our present facilities were recognized by an evaluation team from the American Association of Colleges for Teacher Education. The team consisted of Dr. K. Richard Johnson, President, National College of Education, Evanston, Illinois, and Dr. Harlan L. Hagman, Dean, College of Education, Drake University, Des Moines, Iowa. This evaluation was made in December, 1952.

We quote one paragraph from their report.

"A great weakness and one that cannot be remedied in the present location is the inadequacy of the present physical plant. There are many bad features; for example: (1) men's gymnasium on third floor with showers and lockers in basement, (2) women's gymnasium broken up by large posts, (3) very inadequate cafeteria, (4) library small and lighting poor, (5) over-crowded faculty offices making individual conferences with students most unsatisfactory. The Committee recommends definite improvement in the physical plant."

A similar statement was made by a North Central Association Visiting Committee in April, 1960. The Committee was made up of Dr. W. Max Chambers, President, Central State College, Edmond, Oklahoma, and Dr. Harry F. Corbin, President, University of Wichita, Wichita, Kansas. Part of one section of this report is as follows:

"The present building which houses the 1,400 college students is very old, poorly designed for college purposes. Classrooms are small and class size must be adjusted to space available. Utilization studies made the administration indicated a far greater use of space is made than the national average. There is practically no office space for faculty members. As an example, eight faculty members were given desk space in one small classroom.

The lighting of the building was just recently undergoing some improvement. More is badly needed.

The building does not provide either a swimming pool or gymnasium. These must be rented from a nearby community.

Students were somewhat critical of the lack of suitable recreational and social activities.

The college has a limited recreation area provided for field and track, baseball, and outdoor basketball facilities."

Dr. Wm. Kottmeyer
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A detailed comparison of the Vashon and Harris facilities is given below:

I. Physical Facilities

Vashon

Harris

A. Physical Education

- | | |
|--|--|
| <p>1. Regulation gymnasium for both men and women on ground floor with complete shower and locker facilities adjacent.</p> <p>2. Indoor swimming pool...Outdoor pool for summer use at public recreation facility.</p> | <p>1. Men's gym on third floor with showers and lockers in basement. Women's gym broken up by large posts...</p> <p>2. Must rent swimming and gymnasium facilities from YMHA at considerable cost. Travel time to YMHA causes problems for students getting to other classes..</p> |
|--|--|

B. Auditorium

- | | |
|--|--|
| <p>1. Adequate seating capacity for student assemblies (1600-1800) Makes possible programming outstanding speakers and other features for student body and public audiences.</p> <p>2. Dressing rooms and backstage space for convenience and privacy.</p> <p>3. Large stage...encourage expansion of dramatic activity in English and related departments (Art-Music, etc.)</p> <p>4. Located on first floor.</p> | <p>1. Can accommodate about one-third of student body at any one time.. Seats about 400 and not too comfortably.</p> <p>2. No dressing room space...no backstage space except for a cramped area at each end of the stage.</p> <p>4. Located on third floor.</p> |
|--|--|

C. Cafeteria

- | | |
|--|--|
| <p>1. Space and facilities to handle student service without congestion and unsanitary conditions.</p> <p>2. Better facilities for faculty and staff.</p> <p>3. Room can be cleared of students for housekeeping purposes after lunch periods. Easier for housekeeping and sanitation.</p> | <p>1. Basement room (really an enlarged corridor) serves as cafeteria. One entrance and one main passageway makes for congestion during lunch period.</p> <p>2. Faculty eats in same room with only a long table reserved. No privacy..</p> <p>3. Used as student lounge by large numbers of people during most of the school day.</p> <p>4. Poor ventilation.</p> |
|--|--|

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Vashon

Harris

D. Student Lounges and Meeting Space

1. Room on ground floor-west side of building could be converted into student lounges and meeting rooms. Could make possible a broader range of organized student activity.
2. Food preparation and serving area (Homemaking rooms on first floor) would make possible small, informal luncheon meetings for faculty and students without leaving the building.

1. Beautiful Student Union...restricted to use by groups and does not provide the kind of unlimited student center needed.

Students forced to lounge in cafeteria and on benches outside of the building. No place at all for smoking, in spite of the fact that most college students are adults.

2. Facilities at Student Union are used but are not entirely satisfactory..
--Must use one large living room and two smaller ones... breaks group into at least three segments.

E. Administrative and Faculty Offices

1. Administrative Offices

- a. Central office unit for administrative functioning.
- b. Central location for record files which must be used by various administrative officers.

- a. Adequate...Not much improvement at Vashon.
- b. Arrangement at Harris might be superior. Clerks can supervise use of records from their desks.

2. Faculty Offices

- a. More adequate space for departmental and faculty offices, closer to classrooms in which subjects are taught.
- b. Makes possible student conferences and privacy for work.
- c. Storage space for books and materials...

- a. Practically no office space for individual faculty members.
- b. Not possible.
- c. Lockers and file cabinets take up valuable space needed for faculty work areas.

F. General Building Features

1. Appearance

- a. Built in 1927. Well-cared for with paint in good condition.
- b. Wide corridors and stairways conducive to more efficient student passing.

- a. Built in 1905 and shows its age. Well kept but deterioration still evident.
- b. Corridors narrow..much congestion at bottom of stairways between classes.

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Vashon

Harris

2. Plan of Construction

- a. Easy access to all parts of the building. Alternate routes to most places within the plant.

- a. Really two buildings tied together with a passageway on first and second floors. Cannot go through on basement or third floor levels. Confusing for visitors and new students..Forces all people to use same routes..

II. Instructional Facilities

1. Enough classrooms to be developed for specific subject-area use.

1. Classrooms small in size..High percentage of classroom use means that few special purpose rooms can be developed.

2. Choir room

2. None

3. Band room with instrument storage space.

3. Large classroom used for this, along with other music activities.

III. General Location

1. Probable culture center..St. Louis University complex moving in that direction...Housing for retired teachers probable.

1. Difficult to find. One-way street and the dead-end entrance to the parking lot create real difficulty for people not familiar with the area. Parking area difficult to reach.

2. Accessible to people from county areas and other parts of the city. Parking area more adequate with entrance from Red Feather-Market Street extension. Better lighted area, open, safer and more conducive to evening and late afternoon programs and activities.

3. Closer to Main Public Library, St. Louis University library and other facilities - DAVE, Planetarium (out Expressway)

It is our opinion that Harris Teachers College would benefit greatly by this contemplated move.

Respectfully submitted,

Respectfully submitted,

John D. Whitney, President (Signed)

John B. Ervin, Dean of Instruction
(Signed)

JDW/JBE:n.jw
ER

BOARD OF EDUCATION
of the
CITY OF ST. LOUIS

Division of Elementary Education
Assistant Superintendent - Turner Branch Group

February 15, 1963

Dr. Wm. Kottmeyer
Deputy Superintendent of Instruction

Dear Dr. Kottmeyer:

I call to your attention the tremendous increase in the projected pupil enrollment for the 1963-64 school year in six school districts that are located in the north central section of the city. I deem this study of the enrollment figures for the 1963-64 school year of utmost importance in order to provide adequate housing for these pupils. This will also necessitate a greatly increased transportation arrangement in order to provide for our needs.

In the Clark School District there are, at present, 153 pupils in the kindergarten and 1,029 pupils in the grades. In September, the kindergarten pupils will pass to the grades making a total of 1,182. From this figure must be subtracted the 8H pupils who will be promoted to high school in June, 1963. There are 101 pupils classified as 8H. Therefore, the remainder is 1,081. This figure represents the number of pupils expected in the grades in September. To this must be added the 42 pupils who will enter the fourth grade from the Clark Branch School. Also, there will be 14 pupils to enroll in the Clark School from the Emerson Branch School. This makes a total of 1,137 pupils in the Clark School District to be enrolled in the grades in September, 1963. At present there are 26 classrooms used at the Clark School for the instruction of pupils who are enrolled in the grades. One of the rooms now in use is very undesirable. Therefore, by multiplying 35, the average number of pupils per room, by 25 we obtain the total number of pupils in the grades that can be housed in the Clark School. The product is 875. 875 from 1,137 is 262, i.e., 262 pupils must be transported from the Clark School in September, 1963. At present, no pupils are being transported from the Clark School.

Table I provides a summary for the increased transportation needs for pupils from the Arlington, Clark, Dozier, Emerson, Hempstead and Washington Branch Schools.

Table I

Transportation

SCHOOL DISTRICT	1962-63			1963-64		
	Pupils	Rooms	Buses	Pupils	Rooms	Buses
Arlington	315	9	7	455	13	10
Clark	-	-	-	262	8	5
Dozier	864	24	19	1036	30	23
Emerson	507	14	10	537	16	11
Hempstead	1327	36	26	1553	43	31
Washington Br.	201	6	4	306	9	6
Total	3214	89	66	4149	119	86

It is obvious that we will need to transport 935 more pupils in the 1963-64 school year from these school districts than are being transported today. There will be a need for 30 additional classrooms, 20 additional buses, and 20 additional teachers to be paid for supervising pupils transported from these school districts.

Dr. Wm. Kottmeyer
Page 2

It appears to me that this growth in school population in the north central section of the city will continue for several years. This opinion is based on the observation of the large number of pupils entering the grades from the kindergarten as compared to the much smaller number of pupils who leave the eighth grade to enter high school.

The City of St. Louis, like all other urban communities in this county, is committed to the neighborhood school policy. In addition to this sound educational policy, it appears to be a needless expenditure of taxpayers' money to charter buses and pay teachers to supervise pupils who ride chartered buses if it is at all possible to attend a neighborhood school. Therefore, I respectfully recommend that an adequate school building, which will serve the needs of these pupils, be provided in order to reduce transportation costs.

The present Harris Teachers College building is strategically located to serve the needs of the seventh and eighth grade boys and girls residing in the north central section of this city and who are being transported to all parts of the city in order to receive an education. This building has a capacity for an enrollment of 1400 seventh and eighth grade pupils. By housing these seventh and eighth graders in the Harris building, the Board of Education will be able to save \$92,478.40 a year (minus State reimbursement). In order to transport 1400 pupils, 28 chartered buses will be needed. The average cost of a chartered bus is \$14.25 per day. At this rate, 28 buses operating for an average of 184 days during the 1963-64 school year will cost \$73,416.00. Over-time pay for 28 teachers to supervise transported pupils at \$3.70 an hour will cost \$19,062.40. Thus, a total amount of \$92,478.40 will be the cost of transporting 1400 pupils during the 1963-64 school year. The State reimbursement will be approximately \$34,776.00, making a total saving of \$57,702.40.

I respectfully recommend, if the Board of Education decides to use the present Harris Teachers College building for an elementary school, that it be converted for use as a Middle School similar to the Turner Experimental Middle School which has been in successful operation for one and one-half years. The distribution of seventh and eighth grade pupils from the schools named above would be as follows for the 1963-64 school year:

Table II

Enrollment

<u>School</u>	<u>Seventh Grade</u>	<u>Eighth Grade</u>	<u>Total</u>
Arlington	135	136	271
Clark	95	125	220
Dozier	113	229	342
Emerson	156	115	271
Hempstead		140	140
Washington Branch	87	62	149
Total	586	807	1393

It is interesting to observe the distances by blocks from these contributing schools to the site of Harris Teachers College.

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Table III

Distance to Travel

<u>School</u>	<u>Distance by City Blocks to Harris Teachers College</u>
Arlington	10
Clark	2
Dozier	4
Emerson	5
Hempstead	13
Washington Branch	7

The organization of this proposed Middle School should follow the same pattern as that of the Turner Experimental Middle School. The instructional program provided for the boys and girls of the Turner Experimental Middle School appears to be superior to the program offered in the traditional elementary school, that is, kindergarten through grade eight. This, perhaps, is due to the fact that the organization of the school combines the self-containment classroom organization of the traditional elementary school with the departmental organization of the high school. As a result of instruction by the remedial reading teacher and the bloc teachers, there was an outstanding improvement in the track assignments for pupils completing the eighth grade last June.

Table IV

Assignment of Pupils to Tracks - June, 1962

<u>Track</u>	<u>Pupils</u>	<u>Percentage</u>
I	99	34.1
II	159	54.8
III	32	11.0
TOTAL	290	99.9

Another important technique that has been used in the Middle School program is the establishment of a Special School for pupils in the district who are mentally retarded. These pupils are really a part of the school because of the fact that they are integrated into the school program. They participate in the auditorium sessions, the extra-curricular activities, attend classes on a departmental basis in art drawing, physical education, industrial arts, and homemaking. This technique has proven to be a tremendous motivating factor in improving their scholastic ability and behavior pattern.

Extra-curricular activities and auditorium sessions have received a role of great importance in the Middle School. In addition to the club activities, there has been developed a substantial intra-mural program in physical education.

It has also been observed that the behavior of the pupils in the Turner Middle School, in spite of the large concentration of seventh and eighth grade pupils, is superior to that of the traditional elementary school. This is evidenced by the number of seventh and eighth grade suspensions issued by the Turner Experimental Middle School as compared with traditional elementary schools housing seventh and eighth grade pupils. This is due perhaps, to the social climate which has developed in the school as a result of its many adaptations to meet the needs of the early adolescent pupil and also to the excellent service rendered by the two counselors assigned to the school for help in guidance and counseling.

Dr. Wm. Kottmeyer
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Table V

Seventh and Eighth Grade Suspensions

<u>School</u>	<u>Suspensions</u>
Bates	11
Benton	11
Clark	6
Cole	5
Cote Brilliante	9
Cupples	4
Field	7
Hadley Elementary	15
Riddick	14
Turner Middle	1
Washington	9

In view of the information contained in this communication, I respectfully request that serious consideration be given to the opening of a Middle School in September, 1963, on the site of the present Harris Teachers College.

Very truly yours,

William T. Smith, Jr.
Acting Assistant Superintendent

WTS:bbb

ER

VASHON HIGH SCHOOL BOUNDARIES, 1954-63

Redistricting for Integration
1954

On May 17, 1954, there were in the St. Louis Public School System nine four-year general high schools, seven of them for white students and two of them - Sumner and Vashon - for Negro students. Students were assigned to these schools on the basis of race and residence. The entire city was partitioned into seven districts for the white high schools so that a student living anywhere in St. Louis resided in the district of one of these seven schools. It was partitioned into two districts for the Negro high schools so that a student living anywhere in St. Louis resided in one of these two districts.

On June 22, 1954, the following recommendations designed to bring about the integration of students in the St. Louis Public Schools were unanimously adopted by the St. Louis Board of Education.

1. "The areas to be served by each elementary and each secondary school will be established by new boundaries. In drawing these boundaries, the purpose will be to provide the best use of the facilities of a given school by the students living in the area of that school."
2. "These boundaries will provide each school with a district which it will serve. Students must attend school in the district in which they live, with the following exceptions:"
 - a. "The proper school authorities may transfer students from one district to another to relieve over-crowding."
 - b. "Students already enrolled in a school, but not resident in its new district may, but are not required, to continue at that school until they graduate. This privilege will be granted, however, only if the particular school is not over-crowded."

In order to implement the instructions of the Board with a minimum of mistakes and misunderstandings, a committee to work on the mechanics of desegregation was appointed by the Superintendent of Instruction early in the school year 1954-55. It was believed by him that the more exactly and objectively the directives of the Board were carried out, the smoother and more amicable the transition would be.

The first job assigned this committee was to work with the division of secondary education in drawing high school district boundary lines for a non-segregated system. The procedure in drawing these lines was as follows: Each of the nine general high school principals had prepared and sent to the central office individual I.B.M. cards for all students enrolled in his school except those expected to graduate in January, 1955. These cards contained the student's grade in school and the number of the city block in which he resided. From these cards was prepared in the central office an I.B.M. card for each of the approximately 6,000 city blocks in St. Louis showing by grade the total number of public high school students residing in that block. All indications of racial identities were purposely omitted from the card. On the basis of the statistics thus assembled, together with considerations of building capacities, distance, and

transportation facilities, the entire city was then divided into nine high school districts. The reason for following the procedure here described was to be certain that all possible efforts were made to do this basic job with maximum possible objectivity. This, it was believed, would tend to keep out of the situation mistrusts and suspicions which might impede the progress of orderly desegregation.

The new district boundary lines were released to the local newspapers on November 15, 1954, ten weeks before they were to become effective. They were printed in full and in prominent positions in the daily and weekly press, which also carried maps on which the district outlines were clearly shown. They were subjected to scrutiny and discussion throughout the community. Interested groups and organizations, including the NAACP, and Urban League, all parent teacher associations, and other civic and religious groups were invited to inspect them and comment. The promptness with which they had been announced and the objectivity with which they had been drawn received editorial praise and also the praise of civic and religious organizations. No complaints in regard to them were registered in the office of the Superintendent.

All high school pupils in the St. Louis Public Schools were then reassigned and reported to their respective schools according to these recommendations and boundaries on January 31, 1955.

Since that date, whatever readjustments in direct boundary lines for the general high schools became necessary because of changing populations have been made by the assistant superintendents of secondary education.

Vashon Boundary Changes Since 1955

In March, 1955, when preparations were being made to open O'Fallon Technical High, preliminary secondary estimates for September indicated that Hadley Technical High School would enroll about 1750 pupils (see attached chart: Secondary School Enrollments, September 1953 to February, 1963). Hadley was built to house 3000 pupils and about 2200 pupils were considered to be the minimum enrollment if the technical shops were to be operated economically. About 800-900 secondary pupils lived within walking distance of Hadley.

In March, 1956, a recommendation to form a small general high school district around Hadley was therefore approved by the Board of Education. Hadley has since that time been both a technical school and a general high school. Hadley is accredited by the North Central Association. The technical high school pupils and the general high school pupils must take the same required academic subjects and follow the same courses of study taught by competent, state-certified, secondary teachers. Only the ninth grade pupils from this district were assigned to Hadley. (See attached chart. This number was 455 in September of 1956). The area bounded by Grand, St. Louis, Vandeventer and Lindell was taken from the Sumner district and added to Hadley; the area bounded by Cass to 21st to Washington to 22nd to Delmar to 23rd to Franklin to Cardinal to Delmar to Leonard to Lindell to Grand to Cass was removed from Vashon and added to Hadley. The area from North Market and Grand to Jefferson to Cass to Grand to North Market was taken from the Central district and added to Hadley. The area bounded by Lindell to Grand to Market to Vandeventer was taken from Soldan and added to Vashon. The area to the south of Vashon, Gratiot to 14th to Chouteau to 22nd to Hickory to Chouteau to Ewing to Caroline to Montrose to Park to Compton to Caroline to Grand was added to Vashon. This line on the south follows the elementary school boundaries so that elementary graduates may attend the same secondary school. The area from Cass and Ninth to Carr to 13th to Cass was taken from Vashon and added to Central.

Comments have been made about these "zig-zag" boundaries. Elementary districts are formed by establishing a preliminary district of four blocks in each direction from the school and then adding blocks within walking distance in each direction until the capacity of the school is reached. Annually, the elementary assistant superintendents review the elementary enrollments and adjust boundaries insofar as possible to maintain capacity or alleviate overcrowding.

A question has also been raised about the inclusion of Clinton School District into McKinley rather than into the Vashon High School District. First, McKinley is much closer for the pupils than is Vashon. Secondly, since 1905, when McKinley High School was opened, Clinton graduates have attended this high school.

In 1957, the demolition of houses in the Vashon area began to affect the enrollment; it dropped below 1200 in September, 1957, and the anticipatory enrollment for September, 1958, was below 1050. In 1958, in an effort to bolster the enrollment, about two-thirds of the Pruitt-Igoe housing units was removed from Hadley district and added to Vashon. In September, 1958, (see chart), the Hadley enrollment (Technical and General) dropped to 1874 from a February, 1958, enrollment of 2389. Vashon enrollment was thereby increased to 1295.

At the present time, 450 pupils who attend Vashon live in this housing district which was removed from Hadley in 1958. If these 450 pupils and the pupils who live out of the Vashon district were transferred from Vashon, there would be 201 pupils in Vashon High School. In other words, the only gerrymandering which has been done has been to increase, not decrease, the Vashon enrollment. Had this not been done, the present legitimate Vashon enrollment would be 201 students.

UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF INDIANA
HAMMOND DIVISION

RACHEL LYNN BELL, a minor, by)
Mrs. Odessa K. Bell, her)
mother and next friend; et al.)

vs.)

SCHOOL CITY OF GARY: ALDEN H.)
BLANKENSHIP, Superintendent,)
School City of Gary; RAYMOND)
E. ZALE, DENNA P. ADAMS, LEROY)
W. BINGHAM, SAMUEL P. MOISE,)
and JOSEPH LUCKEY, Members of)
the Board of Trustees of Gary,)
Indiana.)

Civil No. 3346

O P I N I O N

This is a declaratory judgment action brought by approximately 100 minor Negro children, enrolled in the public schools in Gary, Indiana. The action is brought by and on behalf of the plaintiffs and all others who are similarly situated, against the School City of Gary, Gary, Indiana.

The plaintiffs present three principal questions which they ask the Court to determine:

1. Whether the defendant, by assigning plaintiffs and the other members of the class to certain schools, by creating attendance zones, by controlling transfers from school to school, by controlling assignments from elementary to secondary schools and by the pattern of building new schools and enlarging others, maintain the Gary schools as a racially segregated school system in violation of the plaintiffs constitutional rights.
2. Whether the defendants are discriminating against the plaintiffs and the class they represent by providing inferior facilities in all respects, including but not limited to overcrowded and larger classes and unequal recreational and extra curricular facilities in violation of their constitutional rights, and
3. Whether the plaintiffs and other members of the class have a constitutional right to attend racially integrated schools and the defendants have a constitutional duty to provide and maintain a racially integrated school system.

The evidence shows that Gary Indiana is a rapidly growing industrial city located in the northwest portion of Indiana. Geographically it is shaped much like the capital letter "T". Its north boundary line is the southern shore of Lake Michigan. The stem of the "T" extends approximately seven miles from near the shore of Lake Michigan to the southern boundary of the city and is approximately two miles wide. The cross-bar of the "T" is approximately four miles wide and extends east and west a distance of approximately ten and one-half miles. Steel mills and other

heavy industrial establishments are located primarily along the shore of the lake. The remainder of the territory is devoted to commercial and residential areas although some industry is located near the east and west portions of the cross-bar of the "T".

The population of Gary, according to the United States Census, in 1950 was 133,911 which included 39,326 Negroes. In 1960, the population was 178,320, of which 69,340 were Negroes. The student population in the public schools for the 1951-52 school year was 22,770, of which 8,406 or approximately 37% were Negroes. In the 1961-62 school year there were 43,090 students in the public school system and 23,055 or approximately 53% were Negroes.

In 1951, the Gary School City maintained 20 school buildings. In 1961, the number of buildings had increased to 40. Additional schools had either been completed or were in the process of completion at the time of the trial of this case.

In the school year 1961-62, 10,710 of the students enrolled in the Gary school system attended fourteen schools which were 100% white; 16,242 students attended twelve schools which were populated from 99 to 100 per cent by Negroes; 6,981 students attended five schools which were from 77 to 95 per cent Negroes; 4,066 attended four schools which had a range from 13 to 37 per cent Negro; 5,465 attended five schools which had a Negro population from one to five per cent.

The schools in operation in the 1951-52 and 1961-62 school years, their total enrollment and percentage of Negro students are shown on the attached chart.

The Negro population in Gary is concentrated in what is generally called the "Central District" which occupies roughly the south half of the cross-bar of the "T" from east to west and is bounded on the north by the Wabash Railroad and on the south by the city limits and the Little Calumet River. The expansion of the Negro population within the Gary city limits has been largely from east to west within the Central District. Approximately 70,000 Negroes including the 23,000 Negro school children live in this District which comprises about one-third of the area of the city.

Gary, which is a relatively new city having been organized in 1906, developed a rather unique school system commonly known as the Wirt System, so named after the superintendent of schools who was its architect. It was originally laid out in eight school districts and, as the school population demanded, one large school was built in each of the eight districts. Each of these schools handled the education of the public school population within its area, from kindergarten through high school. The original eight schools comprising this system were Edison, Tolleston, Mann, Froebel, Roosevelt, Wallace, Emerson and Wirt. Only Emerson remains a kindergarten through twelve school.

TABLE SHOWING COMPARISON OF NEGRO AND WHITE YOUTH ENROLLED* IN
GARY PUBLIC SCHOOLS
YEAR 1951 and YEAR 1961

Schools	1951 -- 1952			1961 -- 1962		
	Total Enrollment	No. of Negroes	%	Total Enrollment	No. of Negroes	%
Aetna	--	--	-	1,095	--	-
Ambridge	190	--	-	350	--	-
Banneker	--	--	-	877	876	99.
Bethune	--	--	-	1,011	1,001	99.01
Beveridge	465	69	14.8	470	392	83.4
Brunswick	--	--	-	1,039	--	-
Carver	893	893	100	1,196	1,196	100
Chase	--	--	-	467	171	36.8
Douglass	--	--	-	1,051	1,050	99.9
Drew	--	--	-	978	974	99.59
Dunbar	--	--	-	1,343	1,342	99.92
Edison	1,339	--	-	1,358	27	1.9
Emerson	1,896	179	9.44	2,184	276	12.64
Franklin	482	--	-	756	--	-
Froebel	2,260	1,266	56	2,109	2,004	95
Garnett	--	--	-	1,272	1,272	100
Glen Park	474	--	-	293	--	-
Ivanhoe	108	--	-	678	89	13.12
Jefferson	701	8	1.14	773	35	4.9
Kuny	--	--	-	375	--	-
Lincoln	754	744	98.67	1,418	1,413	99.64
Locke	--	--	-	1,094	1,093	99.9
Mann	2,115	--	-	1,602	1	.99
Marquette	--	--	-	707	--	-
Melton	--	--	-	701	--	-
Miller	212	--	-	196	--	-
Nobel	--	--	-	626	--	-
Norton	--	--	-	1,660	1,466	88.31
Pittman Square	--	--	-	507	--	-
Pulaski	1,671	1,646	98.52	1,719	1,714	99.7
Pyle	--	--	-	868	836	96.3
Riley	313	--	-	725	--	-
Roosevelt	3,676	3,676	100	3,202	3,200	99.00
Tolleston	1,698	74	4.3	1,898	1,455	76.65
Vohr	--	--	-	801	11	1.37
Wallace	2,384	--	-	2,726	--	-
Washington	344	30	8.72	676	162	23.96
Webster	--	--	-	547	--	-
Williams	--	--	-	881	881	100
Wirt	795	--	-	1,034	2	1.9
Special Schools:						
Duneland	--	--	-	74	35	47.29
Lutheran Church	--	--	-	62	45	72.58
Norton Park	--	--	-	45	34	77.3
Teenettes	--	--	-	9	2	2.2
TOTAL	22,770	8,406	36.5	43,090	23,055	53.5

* Some years estimated because no records made.

As the school population expanded, additional elementary schools were built. These were generally schools serving children from kindergarten through the sixth grade. Some of these elementary schools serve students from only one of the original eight districts and others accomodate elementary students from two or three such districts.

As these elementary schools were built, attendance zones were drawn for them and as the students complete the course in the elementary school to which they are assigned, they then go on to the high school in the district in which they reside for the completion of their public school education.

When some of the original kindergarten through twelve schools could no longer handle the school population above the sixth grade, junior high schools were built to relieve the pressure. The Pulaski Junior High School was the original junior high building and it houses seventh, eighth and ninth grade students from portions of the Roosevelt, Froebel and Emerson districts. The Beckman Junior High School building, just now being completed, will handle sixth, seventh and eighth grade students from a portion of the Roosevelt district and Bailly, also in the process of construction, will handle seventh and eighth grade students from the Wallace district.

Prior to 1949, Gary had segregated schools in what is commonly known as the Pulaski Complex. Two schools were built on the same campus, one was called Pulaski-East and the other Pulaski-West. One was occupied by Negro students and the other by white students. This was in accordance with the separate but equal policy, then permitted by Indiana law, (Burns Indiana Statutes Annotated, 1948 Replacement, Section 28-5104.) In 1949, Indiana repealed the separate but equal law and passed a new act expressly prohibiting segregated schools on the basis of race, color or creed, (Burns Indiana Statutes Annotated, 1948 Replacement, Pocket Supplement, 28-5158). Complying with the mandate of the Indiana Legislature, the Gary School Board abolished the segregated schools in the Pulaski Complex and integrated the two schools. Prior to this time, however, the races were mixed in some of the other schools in the Gary system.

It is the contention of the plaintiffs that the defendant, by manner in which it has drawn its school district boundaries, has purposely and intentionally maintained a segregated school system thereby depriving a majority of the Negro students in Gary from attending school with white students. The Board, on the other hand, specifically denies that there has been any intentional segregation of the races in the Gary school system. As a matter of fact, the School Board and its staff insists that they are color blind, so far as the races are concerned, in the administration of the Gary school system. They maintain no records on the basis of race or color and had to secure the information as to the number Negroes attending the various schools from sources other than records kept by the school administration for the purpose of obtaining racial figures for the trial of this case.

There can be no doubt that those in charge of administration of the Gary schools have had a serious problem, during the past decade or so, in maintaining facilities for the rapidly expanding school population. During the past ten years twenty-two new schools or additions have been built and the classrooms have been more than doubled. In Indiana a school corporation is limited in its bonding power to two per cent of the assessed valuation of the property in the district. The Gary School City has been bonded to its limits for the purpose of providing facilities for the past several years. In addition, they have provided, through taxation, an accumulated building fund for the purpose of aiding in the construction of facilities for their ever expanding student population. For the year 1962, payable in 1963, the property tax rate for the School City of Gary is \$5.85 per \$100.00 of assessed valuation, which is either the highest or one of the highest in the state of Indiana.

In spite of the tremendous effort made by the Board of Trustees and the school administration, they have not always been able to keep their students adequately and properly housed. In addition to adding school buildings they have rented churches, store rooms, and utilized other public buildings, such as armories and park buildings, for the purpose of providing classrooms for children. It has also been necessary to operate some of the schools on a two shift basis. Roosevelt, a predominantly Negro school, for example, operates now as a senior high school in the morning and as a junior high school in the afternoon. Wallace, an all white school, is operated in the same way. This condition will be relieved in the very near future when the new Beckman and Bailly Junior High buildings will be occupied for the first time. Twenty-eight classes in the Drew Elementary School are also operated on a two shift basis. This situation will also be eliminated when the new junior high school buildings are occupied.

The boundary lines of the original kindergarten through twelve schools have remained unchanged for the most part since they were originally established. In 1953, there was a change in the line between the Emerson and Roosevelt Districts from 20th Avenue to 19th Avenue which affected the students from grades seven through twelve who lived in the area affected by the boundary change. The plaintiffs contend that this shift was made in order to put all of the students in these grades from the Dorrie Miller housing project, which is occupied by Negroes, in the Roosevelt School, a predominantly Negro school, rather than the Emerson School which is a predominantly white school, for the purpose of segregating the races. The defendants, on the other hand, claims there were no racial considerations involved in this change. The change was made on August 26, 1953 after a careful study had been made by the school boundary committee. The report of the Boundary Committee reads as follows:

"Introduction:

The School Boundary Committee at their meeting, August 26, 1953, recommended that the south line of the Emerson School Boundary, grades 7 to 12, be changed from 20th Avenue to 19th Avenue. That is, to change to a line running East and West along 19th Avenue from Virginia Street to the City Limits.

"A. Reasons for Change:

1. Because of the completion of the Dorrie Miller Project, it was necessary to redefine this Emerson Boundary Line. The present line (20th Avenue) divides the Project area in half. Also, 20th Avenue is not marked when it reaches the Project Area. It is not considered good for children of a closely knit community, such as the project, to attend different schools.
2. Another consideration faced by the committee was the fact that in the Pulaski Area, and in Aetna, some 1200 new homes have been built or will soon be completed. On the average, each home represents slightly over one grade school child. So these facts had to be evaluated carefully in shifting this school boundary.

"B. Effect on Emerson and Roosevelt:

1. As a result of this boundary change, there will be less than ten children shifted from one school to the other at the present time. This is because:
 - a. Over 90% of the families moving into this area have children less than twelve years old.
 - b. Students already enrolled in the 7-12th grade level are permitted to remain.
2. It will be from three to five years before there may be any increase of enrollment either at Emerson or Roosevelt at the 7-12th grade level because of the younger families in the area, as well as the fact that Pulaski plans to enlarge its grade capacity to include the 7th and 8th.

"C. Other Possibilities Considered:

1. One suggestion considered was to move the boundary line from 20th Avenue to 15th Avenue. However, consideration of the capacity of the schools, distance of travel of the students, indicated that this was not feasible.
2. Another suggestion was to keep the line at 20th Avenue, until it reaches Ohio Street, and then North on Ohio to 19th Avenue, and then East to the City Limits.

Again at this time only about six 7th graders would be affected by this move. Just south of Pulaski School, between 19th and 20th Avenues, there are 176 new family units. It will be four years until many of this group are in high school.

The majority of the committee members believed that there was an advantage of making boundaries along straight lines. Since the 19th Avenue line would be the line on one side of Ohio Street, they believed it could just as well extend over to Virginia.

"D. General Considerations:

The committee believed that this should be considered as a temporary boundary line for this year. More facts about the movement of population into these areas will have to be obtained before making long range plans. The development of Pulaski School will also affect any future recommendations."

There was also testimony at the trial that plans were then under way for the construction of a new junior high school on the Roosevelt campus which comprises a large area and permitted the construction of additional facilities on the site in accordance with the requirements of the State Department of Education, whereas the Emerson land area was much smaller and would not permit the expansion of the facilities in accordance with the requirements of the State because of the lack of sufficient ground.

The plaintiffs only other serious contention that redistricting was done for the purpose of maintaining Negro students in a school separate from white students was in the Washington Elementary School district. The Washington School district was originally a rectangular area approximately fifteen blocks east and west by eighteen blocks north and south. The Washington School building was located in the northwest quarter of this section. When the school population in the area became too great to be accommodated in the Washington School because of new housing in the southern portion of the district, the Locke School was constructed and was located in what was roughly the southeast quarter of the district, approximately eight blocks south and three blocks east of the Washington School. After the Locke School was built, the former Washington School district was divided into two districts by dividing the area at 19th Avenue which required all of the students south of the avenue to go to the Locke School and all of the students north of the avenue to continue to go to Washington. As a result, Locke, in the 1961-1962 school year, was populated by 99 per cent Negro students whereas Washington School had a Negro population of twenty-four per cent. Plaintiffs contend that by drawing the boundary of the new districts north and south along Whitcomb Street that the percentage of Negroes at both schools would have been approximately equal. The defendant, however, contends that drawing the boundary line as suggested would require students in the two districts to travel a much greater distance to get to school and that students living in the southernmost portion of the district near Whitcomb Street would have to travel fourteen or fifteen blocks to school and go directly past the Locke School which is located approximately three blocks from their homes. Likewise, students living in the northern part of the Washington district near Whitcomb Street would travel approximately the same distance to Locke School and in order to get there would have to go within two blocks of the Washington School which, at most, would be five blocks from their homes. The defendant contends that there was no racial consideration in the location of the schools and the only consideration in the location of the Locke School was the availability of land in the areas which would best serve the students within the area. At the time Washington School was constructed there were no racial considerations involved.

With the two exceptions mentioned above, there is no serious contention on the part of the plaintiffs that the boundary lines of the various school districts were especially drawn for the purpose of segregating the races in the public schools.

The Board of School Trustees is a bi-partisan Board consisting of five members appointed by the Mayor for staggered four year terms. The Board elects its own officers. Dr. Leroy W. Bingham, a Negro is now the Board's President. He testified that it was the policy of the Board to construct and to enlarge school buildings where they are needed for the purpose of serving students in the area, whether that area be populated by Negroes or whites, or by both races. He also testified that there was no policy of segregation of races in the Gary school system; that beginning with the school year 1961 the Board adopted a policy of total integration of its staff from the administrative level on down. He also stated that in order to alleviate congestion in the more heavily populated areas, the Board adopted a policy of transferring students from several congested areas to less congested areas in order to try to balance the loads in the various buildings. He also testified that this was done without any consideration of race whatsoever, but for the purpose of relieving congestion wherever possible and using every building to its total capacity; that the policy of the Board was to make complete use of the facilities available for the benefit of all of the children in the school system without regard to race so that all students could be afforded the best education possible.

Mr. Samuel Moise, immediate past president of the Board, also testified to the same effect and it was stipulated by counsel that the other three members, if called to testify, would substantiate the testimony given by Dr. Bingham and Mr. Moise.

Relative to the integration of the staff, a Negro occupies the position of Assistant Superintendent of Schools in charge of the Bureau of Research and Publication. He is one of three assistant superintendents, all of whom have equal rank. The Coordinator of Secondary Education is also a Negro as is the Supervisor of Special Education, the Mathematics Consultant in charge of the Mathematics program in secondary education, a coordinator in the Food Services Department, elementary supervisor and a member of the Special Services Department who devotes a large part of his work to the problem of proper boundary lines for attendance areas. There are 18 Negro principals and 38 white principals.¹ The teaching staff consists of 798-1/2 Negro teachers, 833-1/2 white teachers² and 3 orientals. All schools with the exception of one small elementary school have at least one Negro teacher on the staff. All but five of the forty-two schools have at least one white teacher.

As a result of the policy of transferring students from overcrowded schools to less crowded schools, 123 children, 92 of whom are Negroes, have been transferred from Tolleston, a predominantly Negro School to Mann, a predominantly white school. Eighty-seven Negro students have been transferred from Tolleston to Edison, a predominantly white school. One hundred and forty students, 120 of whom are Negroes have been transferred from Froebel, a predominantly Negro School to Chase, a predominantly white school. In most, if not all instances, the transferred students are transported by bus at a cost of \$20.00 a day per bus load and because of the cost and other factors the Board hopes to utilize facilities within walking distance to the schools as soon as possible. It was stated that this transfer policy, now in effect, is intended to be temporary and was instituted to alleviate overcrowded conditions wherever possible and was not done because of any racial considerations.

The transfer of students generally, from one school to another, is handled on an individual basis. There is no transfer as a matter of right from one school district to another, but on the application of an individual student or his parent, the reason for the transfer request is considered and is allowed or denied depending upon the apparent reasonableness and desirability of the transfer and no racial factors are considered in allowing or disallowing a transfer.

From time to time protests have been made to the School Board by Negro groups concerning the construction of contemplated buildings on the ground that the planned location would create a racial imbalance in the school. The evidence indicates that consideration was given to all of these protests and that on one or more occasion the construction of schools already planned for a certain location was held up or cancelled because of these protests.

¹ Assistant Principals are included in these figures.

² The 1/2 teacher refers to teachers who work one-half time.

From a consideration of all the evidence and the record, the Court cannot see that the Board of Education has deliberately or purposely segregated the Gary schools according to race. In the Court's opinion the plaintiffs have failed to sustain their burden of showing that the School Board has so drawn the boundary lines of the school districts within the Gary School system so as to contain the Negroes in certain districts and the whites in others. The only real attempt by the plaintiffs to show such action on the part of the School Board was in connection with the Washington-Locke district as a result of the construction of the new Locke School and in the Roosevelt-Emerson districts in changing the boundary lines from 19th to 20th Avenue. In the Court's opinion there were compelling reasons for districting these two areas in the manner in which it was accomplished, aside from any racial consideration and the Court cannot presume that the Board acted in bad faith. Furthermore, the evidence shows that Negro students were attending both the Emerson School and the Washington Schools at the time this re-districting was done.

An examination of the school boundary lines in the light of the various factors involved such as density of population, distances that the students have to travel and the safety of the children, particularly in the lower grades, indicates that the areas have been reasonably arrived at and that the lines have not been drawn for the purpose of including or excluding children of certain races.

The safety factors are difficult to solve in this school system. Three U. S. Highways and the Indiana Toll Road traverse Gary from East to West. At least nine railroads cross the city, mostly at grade, as they converge on Chicago from the east or southeast. Some of these railroads have multiple tracks through the city and the streets crossing them are several blocks apart in some areas. The Little Calumet River crosses the city from east to west and is infrequently bridged. These are all safety factors that have to be considered in locating schools and fixing attendance districts.

The evidence shows that the Board has consistently followed the general policy of requiring the students to attend the school designated to serve the district in which they live regardless of race. This is clearly demonstrated by the attendance figures in the 1951-52 and 1961-62 school years in certain school districts. The Tolleston School, for example, in 1951-52 had 1,698 students, 74 or 4.3% of whom were Negroes. With no change in the school boundary lines in 1961-62 the school had 1,898 students and 1,455 or 76.65% were Negroes. Another example is the Froebel School which, in the 1951-52 school year had an enrollment of 2,260 students and 1,266 or 56% were Negro. In the 1961-62 school year the same school, with the same boundary lines, had 2,109 students and 2,004 or 95% were Negro. Beveridge Elementary School in 1951-52 had 465 students, 69 or 14.8% of whom were Negroes. In 1961-62 Beveridge had an enrollment of 470 students and 392 or 83% were Negro.

The problem in Gary is not one of segregated schools but rather one of segregated housing. Either by choice or design, the Negro population of Gary is concentrated in the so-called central area, and as a result the schools in that area are populated by Negro students. If the Negro population was proportionately scattered throughout the city, the racial percentages within the schools would be in relative proportion of Negroes to whites.

The plaintiffs attempted to prove that students attending predominantly Negro Schools are discriminated against because of inferior instruction, inferior curriculum and overcrowded conditions but the evidence was unimpressive.

The evidence as to inferior instruction consisted of figures showing more non-tenure teachers with lower pay in some of the predominantly Negro schools, and the results of certain achievement tests disclosing a lower standard of achievement by the students in some of these schools than by the students attending some of the predominantly white schools.

A tenure teacher in Indiana is one who has taught in a school system for at least five years. After that time he attains certain employment security which protects him from discharge, except for cause. Tenure status has nothing to do with his skill or ability as a teacher, except that his employment for the sixth year probably indicates that his first five years of service were satisfactory, otherwise he would not be retained. Since the greatest expansion of students and staff in Gary has been in the schools attended predominantly by Negroes it is only natural that more new teachers would be found there. This does not mean that these teachers are inferior. The evidence shows that the same standards are used in selecting all teachers and that in all cases the administration seeks to select the very best teacher available.

Since the salary increases for the teaching staff is based on years of service in the system, the newer teachers naturally receive less compensation, but again this has nothing to do with the teachers ability. All teachers with the same length of service receive the same pay.

A comparison of achievement tests sheds little or no light on the quality of instruction, unless there is a corresponding showing of ability to achieve.

The only evidence of inferior curriculum was that certain elective subjects are offered in some schools and not in others. It was explained that these electives are offered on the basis of whether or not there are sufficient students interested in the course in a given school to constitute a class large enough to justify assigning an instructor.

Certain exhibits were introduced by the plaintiffs for the purpose that there was overcrowding in some of the predominantly Negro schools and that the classes were larger in such schools. The defendant offered evidence to show that these exhibits were either inaccurate or misleading. In any event, the variance between class sizes in the various schools was not great. Larger classes and more crowded conditions in the Negro districts might reasonably be expected because that is the area where the greatest increase in student population has occurred in the past ten years. While the greater expansion of facilities has also been in this area, it has been difficult if not impossible, to keep up with the needs. There is no convincing evidence of any discrimination as claimed by the plaintiffs.

The plaintiffs in their briefs have relied heavily upon the case of Taylor v. Board of Education, 191 F.Supp. 181 and 294 F.2d 36 to sustain their position that the School Board has deliberately segregated the Gary Schools. The facts here are entirely different than in the Taylor case. The evidence there showed that the Board had deliberately drawn the district lines of the Lincoln School for the purpose of containing most of the Negroes and excluding most of the whites. There is no such evidence in this case and in the Court's opinion the decision in

Taylor does not apply because of lack of intent or purpose on the part of the defendant here to segregate the races in certain schools.

The fact that certain schools are completely or predominantly Negro does not mean that the defendant maintains a segregated school system. See Brown v. Board of Education of Topeka, 139 F. Supp. 468. There, the three judge Court, charged with the duty of implementing the decision of the Supreme Court (349 U.S. 294) held, in passing upon the plan submitted by the school board for de-segregation of the Topeka schools, that a school is not segregated because it is attended by all Negro students if the district is inhabited entirely by Negroes and they are compelled to attend the school in the district in which they live.

The plaintiffs contend, however, that regardless of the motive or intent of the defendant, actual segregation of the races in the Gary schools exists because a large percentage of the Negro children are required to attend schools that are totally or predominantly Negro in composition, whereas, a large percentage of the white students attend schools that are totally or predominantly white. It is the position of the plaintiffs that regardless of school districts or the residence of the Negro students, or any other factors, there is an affirmative duty on the part of the defendants to integrate the races so as to bring about, as nearly as possible, a racial balance in each of the various schools in the system.

In support of their proposition, the plaintiffs cite language from the decision of the Supreme Court in Brown v. Board of Education, 347 U.S. 483, 494, to the effect that:

"To separate them (Negroes) from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone."

The plaintiffs concede the question which they now urge has not been passed upon by the Supreme Court or by any other Court where the question was specifically presented. They contend however that the language above quoted from the Supreme Court in the Brown case, together with language found in certain other cases, principally Taylor v. The Board of Education, supra, and Branche v. Board of Education, 204 F. Supp. 150, indicates that it is the policy of the law that those in charge of the administration of our schools are not only prohibited from segregating the races but they also have the affirmative duty to integrate the races and see that there is racial balance maintained in the schools under their supervision.

Without reviewing the language of the cited decisions here, it must be remembered that in Taylor the Court was dealing with a situation where it found that the School Board had deliberately segregated the races in their school district and whatever the Court said there was stated in the light of the Court's mandate to de-segregate a school which was purposely segregated. In its final analysis Taylor mandated the School Board to undo what had been illegally done. In the Branche case the Court was passing upon a motion for summary judgment filed by the Board of Education. The Court's opinion was that the Board's showing on its motion for summary judgment was not sufficiently convincing and that therefore there must be a trial on the merits. Whatever language the Court used in this posture could not be decisive of the question here.

At the trial of this case the plaintiffs offered an expert, a Dr. Max Wolff, a sociology professor with no experience in public school administration, or for that matter no experience in the field of public school education.

Dr. Wolff defined a segregated school as "any school where the percentage of Negro to white students was one-third greater or one-third less than the percentage of Negro students to white students in the entire system". Applying his formula to the Gary schools he concluded that any school with less than 36% Negro students was a segregated white school and any school with more than 72% colored students was a segregated Negro school. Dr. Wolff cited no authority for his definition of segregated schools other than himself. Dr. Wolff's definition of a segregated school may be a good sociological definition, but the Court can find no authority which would indicate that it is a good legal definition. The Court is of the opinion that a simple definition of a segregated school, within the context in which we are dealing, is a school which a given student would otherwise be eligible to attend, except for his race or color or, a school which a student is compelled to attend because of his race or color.

The neighborhood school which serves the students within a prescribed district is a long and well established institution in American public school education. It is almost universally used, particularly in the larger school systems. It has many social, cultural and administrative advantages which are apparent without enumeration. With the use of the neighborhood school districts in any school system with a large and expanding percentage of Negro population, it is almost inevitable that a racial imbalance will result in certain schools. Nevertheless, I have seen nothing in the many cases dealing with the segregation problem which leads me to believe that the law requires that a school system developed on the neighborhood school plan, honestly and conscientiously constructed with no intention or purpose to segregate the races, must be destroyed or abandoned because the resulting effect is to have a racial imbalance in certain schools where the district is populated almost entirely by Negroes or whites. On the other hand, there are many expressions to the contrary, and these expressions lead me to believe that racial balance in our public schools is not constitutionally mandated.

In its original opinion in Brown v. Board of Education, supra, the Supreme Court set the case for further argument on the question of how its decision should be implemented. One of the questions to be re-argued was:

"4. Assuming it is decided that segregation in public schools violates the Fourteenth Amendment

- a. would a decree necessarily follow providing that, within the limits set by normal geographic districting, Negro children should forthwith be admitted to schools of their choice," (emphasis added). (see footnote 2, 349 U.S. 298)

Following re-argument, the Supreme Court handed down the second decision in the Brown case, 349 U. S. 294, which was in effect its instructions to the Districts Courts involved as to how its policy of de-segregation should be carried out.

In instructing the District Courts, the Court said in part:

"While giving weight to these public and private considerations, the Courts will require that the defendants make a prompt and reasonable start toward full compliance with our May 17, 1954 ruling. **** To that end the Courts may consider problems related to administration, arising from the physical condition of the school plant, the school transportation system, personnel, revision of school districts and attendance areas into compact units to achieve a system of determining admission to the public schools on a non-racial basis****".
(Emphasis added)

These instructions clearly indicate that the Supreme Court intended that the desegregation policy was to be carried out within the framework of "school districts and attendance areas". In carrying out the instructions of the Supreme Court, the three-judge District Court in the District of Kansas said in Brown v. Board of Education, 139 F. Supp. 468:

"It was stressed at the hearing that such schools as Buchanan are all-colored schools and that in them there is no intermingling of colored and white children. Desegregation does not mean that there must be intermingling of the races in all school districts. It means only that they may not be prevented from intermingling or going to school together because of race or color.

"If it is a fact, as we understand it is, with respect to Buchanan School that the district is inhabited entirely by colored students, no violation of any constitutional right results because they are compelled to attend the school in the district in which they live."

By this expression the District Court clearly indicated that even in a school system that had been segregated and where the burden was on the Board to show that their desegregation plan eliminated racial segregation as such, there could still be all colored schools if all of the students living in a properly constituted school district were Negroes, and that no constitutional rights were violated because students were compelled to attend the school in the district in which they lived.

In the recent case of Evans v. Buchanan, 207 F. Supp. 820, the Court said:

"The court holds that the States do not have an affirmative, constitutional duty to provide an integrated education. The pertinent portion of the Fourteenth Amendment of the United States Constitution reads, 'nor (shall any State) deny any person within its jurisdiction the equal protection of the laws.' This clause does not contemplate compelling action; rather, it is a prohibition preventing the States from applying their laws unequally."

"When interpreting the equal protection clause in the Brown case the Supreme Court held only that a State may not deny any person on account of race the right to attend a public school. Chief Justice Warren, speaking for the court said, 'To separate them (Negroes) from others * * * * solely because of their race generates a feeling

of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone.' (Emphasis supplied). The clear implication of this statement is that if races are separated because of geographic or transportation consideration or other similar criteria, it is no concern of the Federal Constitution. Thus, discrimination is forbidden but integration is not compelled."

The Court finds no support for the plaintiffs position that the defendant has an affirmative duty to balance the races in the various schools under its jurisdiction, regardless of the residence of students involved. Indeed, their own evidence is that such a task could not be accomplished in the Gary schools. Their expert, Dr. Wolff, submitted a proposal for balancing the races in most of the schools by eliminating four of the eight high schools now existing and building three new high schools and by transferring approximately 6,000 students from their neighborhood school to other schools, some of them great distances away. Even if his plan was adopted, Roosevelt School would still be 100% Negro and Bailly, by his definition, would continue to be a segregated white school. In developing his plan, Dr. Wolff, in effect, admitted that he considered only the desirability of creating a racial balance in the schools and that costs, safety factors and other considerations were at least secondary to his main objective.

Unfortunately, the problems confronting the school administration are not as simple as Dr. Wolff's solution. For example, the financial burden of transporting 6,000 students from their home neighborhood to another would be a matter of considerable concern to the administrators of an already heavily taxed and indebted school district. Moreover, the administrative problem of choosing those who would be transferred and those who would not in a rapidly growing school system where the racial complexion of the various neighborhoods is constantly changing would be almost impossible to solve.

Furthermore, requiring certain students to leave their neighborhood and friends and be transferred to another school miles away, while other students, similarly situated, remained in the neighborhood school, simply for the purpose of balancing the races in the various schools would in my opinion be indeed a violation of the equal protection clause of the Fourteenth Amendment.

For reasons stated herein, the Court finds no violation by the defendant of the plaintiffs' constitutional rights.

Defendants' counsel will submit Findings of Fact, Conclusions of Law and Order consistent with this Opinion on or before February 11, 1963.

(Signed) GEORGE N. BEAMER
Judge, United States District Court

Enter:
January 29, 1963